Defence Children Services

DCS Directive 3.2.10

Behaviour in DCS Schools

DCS March 2025 v1.0

General

Authorisation	Hd DCS
Senior Responsible Owner	AH ROW / AH Cyprus
Point of Contact	POLRA
Date	May 2025
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Related Policy/Guidance	Education Act 2002
	The Equality Act 2010
	Department For Education (DfE): Behaviour in Schools 2024 Advice for Headteachers and School Staff
	DfE: Searching, Screening and Confiscation 2023
	DfE: Keeping Children Safe in Education (latest)
	DfE Mobile Phones in Schools 2024
	Supporting pupils with medical conditions at school 2015
	Special Educational needs and Disability (SEND) Code of Practice 2015
	DfE: Use of Reasonable Force 2013
	JSP 342: Education of Service Children Overseas
	JSP 834: Safeguarding
	DCS Policy Directive 3.2.1 Safeguarding
	DCS Policy Directive 3.2.22 SEND
	DCS Policy Directive 3.2.12 Positive Handling
	DCS Policy Directive 3.2.9 Pupil Exclusions

Introduction

1.   To meet its statutory requirements (under English Law) all DCS Schools and Settings must have a behaviour and discipline policy to support staff in managing behaviour, including the use of rewards and sanctions. Unless otherwise directed, all DCS Schools and Settings are to follow the DfE's statutory guidance for Behaviour and Discipline, accessed via the DfE website.

Aim

2.   The purpose of this Policy Directive[1] is to provide direction for Schools and Settings to meet statutory requirements in relation to behaviour and discipline. It includes underlying objectives of the policy, and how it creates a safe environment in which all learners can learn and reach their full potential.

Scope

3.   This Policy Directive applies to all DCS Schools and Settings overseas. The Queen Victoria School (Dunblane, Scotland) will follow Scottish National statutory requirements for behaviour and discipline in school.

Roles and responsibilities

4.   **Teachers and Setting Leads**: Teachers and Setting Leads as well as other staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. They should teach and model expected behaviour and positive relationships, to ensure pupils meet School or Setting expectations and maintain boundaries of acceptable conduct. All staff must communicate the School or Setting values and standards both through teaching behaviour and in their interactions with pupils. All staff should consider the impact of their own behaviour and receive clear guidance and feedback on this from the Head Teacher and other staff. Staff induction, development and support, including regular training on behaviour must be considered and delivered.

5.   **Pupils**: All pupils deserve to learn in an environment that is calm, safe, supportive and dignified. Pupils should be made aware of the School or Setting behaviour standards, the support available, and consequence processes. They must understand that they have to follow the School or Setting Behaviour Policy and its rules and uphold the School or Setting culture. Feedback should be sought on their behaviour experiences and utilised to further develop the Behaviour Policy. Processes such as the induction should incorporate the School or Setting behaviour culture and be repeated as necessary throughout the year. It is important to check the understanding of all pupils, who should be aware of the support available to them, including the roles and responsibilities of designated staff. This may be especially important for pupils with additional needs where those needs might affect (but not excuse), some behaviours.

6.   **Parents, guardians and carers** Parents, guardians and carers, should be familiar with the School or Settings Behaviour Policy and, participate in the life of the School or Setting and its culture. They should be encouraged to reinforce the policy at home as appropriate. They should raise any concerns with regards to behaviour management directly with the School or Setting. Schools and Settings should reinforce the whole-school approach by building and maintaining positive relationships with parents, guardians and carers, such as keeping them updated on their children's behaviour. They may be included in any pastoral work following misbehaviour, such as reviews of behaviour interventions.

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[1] An EQIA has been conducted for this Policy Directive and is available on request.

Behaviour curriculum

Planning for positive behaviour

7.	Managing transitions (including mitigating mobility, induction and re-induction into behaviour systems) is a particular challenge for DCS Schools and Settings because of the number of pupils who arrive at non-standard times. DCS Schools and Settings should have an identified member of staff who is responsible for monitoring pupils during transitions both into and out of the School or Setting. This should include proactive work with pupils to prepare them for the changes they will face.

8.	Teachers should always share their concerns about a pupil's behaviour with the parents, guardians or carers as soon as possible as there may be changes at home or in the wider community which have caused a change in the pupil's behaviour.

9.	All Schools and Settings should have opportunities in place to develop children's skills to improve their capacity to deal with the challenges they face in the military community such as change, loss and uncertainty and the emotional impact of these.

Managing challenging behaviour

10.	All teachers should have a range of strategies for addressing behaviour which they are able to use with confidence as part of their quality first wave teaching.

11.	Behaviour which meets one or more of the following characteristics may be viewed as challenging:

	a.	Persistent; including low level persistent behaviour.

	b.	Urgent; behaviour which demands immediate teacher attention, such as in an emotionally charged situation.

	c.	Unusual; age or stage inappropriate behaviour

Managing unexpected challenging behaviour

12.	All School or Setting staff should have had the opportunity to consider how they would address unexpected challenging behaviour e.g., a pupil bringing a weapon into School or a fight between pupils.

13.	Maintaining the safety of all involved is the priority. The immediate response should be to try and de-escalate or defuse the situation. If the pupil concerned has an Individual Support Plan (ISP), the agreed responsive strategies, which should already be known to staff, should be followed. It is important that staff remain calm and, if necessary, seek help from a colleague. It will often be helpful to be able to provide a quiet area for the pupil to calm down.

14.	When the pupil is calm, there should be an opportunity to discuss what led to the behaviour and help the pupil consider the alternative choices they could have made about how they behaved. If the challenging behaviour persists, it may be necessary to contact the pupil's

parents, guardians or carers, and ask them to take the child home.[2] This must be recorded as a suspension and the procedures outlined in the DCS Policy Directive 3.2.9 Exclusions must be followed.

15.   If the behaviour cannot be de-escalated and it poses a threat to the safety of the pupil themselves or to anyone else, it may be necessary for the teacher to use reasonable force to stop the behaviour. All staff should follow the guidance set out in DCS Policy Directive 3.2.12 Positive Handling. The pupil's parents, guardians or carers, should always be notified of an incident of this nature and a meeting between School or Setting staff, parents, guardians or carers, and the pupil should be arranged to discuss the incident and plan how it can be avoided in the future.

16.   If an incident of challenging behaviour leads to either a suspension or the use of Positive Handling, the School or Setting must liaise with their District AH.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

17.   It should not be assumed that a Special Educational Need and/or Disability (SEND) has affected behaviour. However, DCS recognises that pupils' behaviour may be impacted by SEND.

18.   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.

19.   When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the School or Setting must balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

a.   taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the School's policies or practices (Equality Act 2010)

b.   using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

20.   if a pupil has a Service Child's Assessment of Need (SCAN) plan, the provisions set out in that plan must be secured and the School or Setting must co-operate with DCS to implement the SCAN

21.   As part of meeting these duties, the School or Setting 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 consider the specific circumstances and requirements of the pupil concerned.

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[2] DfE Suspension and Permanent Exclusion Guidance Sept 23

22.   Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

   a.   short, planned movement breaks for a pupil with send who finds it difficult to sit still for long

   b. adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

   c. adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

   d. training for staff in understanding conditions such as autism

   e. use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

23.   When considering a behavioural sanction for a pupil with SEND, the School or Setting will consider:

   a. if the pupil was unable to understand the rule or instruction

   b. if the pupil was unable to act differently at the time as a result of their SEND

   c. If the pupil was likely to behave aggressively due to their particular SEND

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

25.   The School or Setting 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.

26.   Considering whether a pupil displaying challenging behaviour may have unidentified SEND.

27.   The School or Setting's Special Educational Needs and Disability Co-Ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

28.   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.

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

30.   Pupils with a SCAN

31.   When a child moves permanently overseas the Local Authority in the UK no longer has a legal duty to maintain or review the SCAN. Most Local Authorities will cease to maintain the SCAN under section 45 of the Children and Families Act 2014 because the child is no longer a resident in the UK. The provisions set out in the SCAN should be used to form the ISP for children with a SCAN who are assessed as supportable in location following the MASO process. Upon review of the ISP, EP involvement might be requested for professional advice and, if appropriate, the child will move to a SCAN. Provision detailed within the SCAN must be secured and the school will work with EPSL and SEND team to implement the provision.

32.   If the School or Setting still has a concern about the behaviour of a pupil with SEND, after going through the steps set out above, supportability may need to be re-assessed as set out in DCS Policy Directive 3.2.6 Assessment of Support Needs for Accompanied Assignments Overseas.

33.   Successful Schools and Settings create an environment that prevents bullying from occurring in the first place. When it occurs however it should be dealt with quickly and effectively. School staff, Head Teachers, Setting Managers and School Governor Committees (SGC) are best placed to decide how to respond and bring resolution. There is no single solution to bullying which will suit all circumstances.

34.   Bullying[3] is usually defined as:

    a.   Repeated (Several Times on Purpose or the acronym STOP)

    b.   Intended to hurt someone either physically or emotionally

    c.   Often prejudicial[4] and aimed at certain groups. DCS recognises that those with Protected Characteristics (as defined by the Equality Act 2010) may be vulnerable to bullying and will work to support these groups, this may include making reasonable adjustments for those with a disability.

35.   Types of bullying can include (but is not an exhaustive list):

    a.   Emotional; being unfriendly, excluding, tormenting, threats

    b.   Racial including colour, nationality, ethnic or national origin

    c.   Sexual orientation including LGBTQIA+

    d.   Relating to religion or belief

    e.   Gender reassignment

    f.   Physical; hitting, kicking, pushing, hair pulling, taking another's belongings, any use of violence. This may also include an online element, which facilitates or threatens or encourages physical abuse.

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[3] See Preventing and Tackling Bullying for further guidance
[4] Gires.org.uk guidance on transphobic bullying

g.   Sexual violence and sexual harassment; explicit sexual remarks, display of sexual material, unwanted physical attention; causing someone to engage in sexual activity without consent

h.   Direct or indirect verbal; name-calling, sarcasm, spreading rumours, teasing or discriminatory language

i.   Cyber-bullying: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

j.   Abuse in intimate relationships between peers (sometimes called 'teenage relationship abuse')

Discipline

36.   Schools and Settings should have in place a range of rewards to reinforce and praise good behaviour and clear sanctions for those who do not comply with the School or Settings Behaviour and Discipline policy. Head Teachers are to ensure that behavioural expectations and discipline measures are clear to all staff, pupils, and parents, guardians and carers.

37.   In developing and applying a Behaviour and Discipline policy, Schools and Settings must ensure that disciplinary measures are proportionate, consistent, and fair responses to poor behaviour. It must be appropriate for the age of the pupil and take account of any special circumstances that may affect them[5].

38.   Sanctions should be implemented consistently and can include:

a.   verbal reprimand and reminder of the expectations of behaviour

b.   written tasks, such as writing an account of their behaviour

c.   loss of privilege(s) e.g., the loss of a prized responsibility, school-based community service, tidying a classroom

d.   regular reporting including early morning, scheduled uniform checks or being placed 'on report' for behaviour monitoring

e.   suspension and in the most serious of circumstances, permanent exclusion[6]

f.   detention[7]

39.   Corporal punishment is illegal in all circumstances.

40.   Schools and Settings must communicate clearly to pupils and parents, guardians and carers, that they use detention for pupils who are under 18 (including detention outside of school hours (although this is less likely for primary School children due to collection arrangements etc) as a possible sanction.

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[5] See DfE Behaviour in Schools for further guidance
[6] See DCS Policy Directive 3.2.9 Pupil Exclusion
[7] See DfE Behaviour in Schools for further guidance

41.   The times outside normal School hours when detention can be given (the 'permitted day of detention') include:

    a.   any School day where the pupil does not have permission to be absent

    b.   weekends, except the weekend preceding, during or following the half term break

    c.   non-teaching days, usually referred to as 'training days', 'INSET days' or 'non-contact days' except if it falls on a public holiday, on a day which precedes the first day of term, during the half-term break, or after the last school day of the term

42.   The Head Teacher will decide which members of staff can issue detentions. For example, they could limit the power to Heads of Year or Heads of Department only or they could decide that all members of staff, including support staff, can impose detentions. This should be laid out clearly in the Behaviour Policy and communicated clearly to all pupils, parents, guardians or carers, and staff.

43.   Parental consent is not required for detentions. As with any disciplinary penalty a member of staff must act reasonably given all the circumstances. With lunch time detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detention outside school hours

44.   School and Setting staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside School hours is reasonable, staff issuing the detention should consider the following points:

    a.   Whether the detention is likely to put the pupil at risk.

    b.   Whether the pupil has known caring responsibilities

    c.   Whether the detention timing conflicts with a medical appointment

    d.   Whether the parents, guardians or carers, ought to be informed of the detention. In many cases it will be necessary to do so, but this will depend on the circumstances. For instance, notice may not be necessary for a short after school detention where the pupil can get home safely.

    e.   Whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient for the parent.

    f.   The use of reasonable force[8]

    g.   Confiscation

45.   DCS Schools and Settings overseas staff are to follow local Command direction on the handling of banned items such as weapons, knives or pornography. All other prohibited or banned items should be handled in accordance with DfE guidance[9], including making searches.

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[8] Please see DfE The Use of Reasonable Force and DCS Policy Directive 3.2.12 Positive Handling for more information
[9] Searching, Screening and Confiscation

Developing School/Setting Policy

46.   Schools and Settings are required to have their own Behaviour Policy which must be uploaded online. A template has been provided at **Annex A.** Schools and Settings must be clear about their rewards and sanctions and have a common language on matters such as misbehaviour and sanction.

47.   The Behaviour Policy should take account of the Equality Act (2010)[10] and ensure that protected groups as defined by the Act are not discriminated against, including in the way the policy is written and implemented. Particular attention should be given to monitoring the use of rewards and sanctions.

48.   The Head Teacher must decide the standard of behaviour expected of pupils, determine the school rules and disciplinary penalties, and publicise the Policy on the DCS or School or Setting website. The School or Setting Behaviour policy should set out measures which:

   a.   Promote good behaviour, self-discipline, and respect

   b.   Prevent and tackle bullying

   c.   Regulate the conduct of pupils

   d.   Ensure that pupils complete assigned work

   e.   Explain and justify the screening and searching of pupils

   f.   Explain and justify the use of reasonable force and other physical contact

49.   The whole School or Setting approach to promoting positive behaviour should be defined in every School or Settings Behaviour Policy and include the following points:

   a.   A consistent approach to behaviour management, learning and teaching

   b.   Strong school leadership

   c.   Classroom management, teaching and learning, graduated response

   d.   Specific rewards and sanctions

   e.   Behaviour strategies and the teaching of good behaviour

   f.   Staff development and support

   g.   Pupil support systems

   h.   Liaison with parents, guardians or carers, and other agencies

   i.   Managing pupil transitions (mitigating mobility, especially at non-standard intakes)

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[10] Equality Act 2010 Advice for Schools

j.   Organisation and facilities in the School or Setting

50.   The Policy should define the disciplinary action that will be taken against pupils who are found to have made malicious accusations against School or Setting staff.

51.

School behaviour policy template

(School name)

(School logo)

Approved by	
Date	
Review Date	XXX 20XX
Related Policy/Guidance	Education Act 2002
	The Equality Act 2010
	Department For Education (DfE): Behaviour in Schools Feb 24
	DfE: Searching, Screening and Confiscation: Jul 23
	DfE: Keeping Children Safe in Education 2023
	DfE Mobile Phones in Schools Feb 24
	DfE Supporting pupils with medical conditions at school 2015
	DfE Special Educational needs and Disability (SEND) Code of Practice 2014 (updated 2020)
	DfE: Use of Reasonable Force Jul 13
	JSP 342: Education of Service Children Overseas
	JSP 834: Safeguarding
	DCS Policy Directive 3.2.1 Safeguarding
	DCS Policy Directive 3.2.22 SEND
	DCS Policy Directive 3.2.12 Positive Handling
	DCS Policy Directive 3.2.9 Pupil Exclusions

Aims

1.   Our School or Setting aims to:

   a.   Provide a consistent approach to behaviour management.

b.   Define what we consider to be unacceptable behaviour, including bullying and discrimination.

c.   Outline how pupils are expected to behave.

d.   Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

e.   Outline our system of rewards and sanctions.

Definitions

2.   *Explain your School or Settings approach here. The points below are suggestions only and should be adapted to suit your School or Settings specific circumstances.*

3**.**   Misbehaviour includes:

a.   disruption in lessons, in corridors between lessons, and at break and lunchtimes.

b.   non-completion of classwork or homework.

c.   poor attitude.

d.   incorrect uniform.

4.   Serious misbehaviour includes:

a.   repeated breaches of the school rules.

b.   any form of bullying.

c.   sexual violence, such as rape, or sexual assault (intentional sexual touching without consent).

d.   sexual harassment, i.e. unwanted conduct of a sexual nature, such as sexual comments, sexual jokes, taunting, interfering with clothes, upskirting (taking photos under clothing without consent),

e.   online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.

f.   vandalism or theft

g.   fighting

h.   smoking/vaping

i.   racist, sexist, homophobic or discriminatory behaviour.

52.   Possession of any prohibited items includes:

a.   knives or weapons

b.   alcohol

c.   illegal drugs

d.   stolen items

e.   tobacco, cigarette papers, matches, lighters, vapes

f.   fireworks

g.   fuel

h.   pornographic images

i.   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).

Behaviour curriculum

53.   A behaviour curriculum is a set of guidelines that define and teach the expected behaviours in a School or Setting. It outlines the School or Setting's values and behaviours that are encouraged and discouraged. For example, pupils are expected to:

a.   behave in an orderly and self-controlled way

b.   show respect to members of staff and each other

c.   in class, make it possible for all pupils to learn

d.   move quietly around the School or Setting

e.   treat the School or Settings buildings and property with respect

f.   wear the correct uniform at all times

g.   accept sanctions when given

h.   refrain from behaving in a way that brings the school into disrepute, including when outside school or online

54.   Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. A behaviour curriculum is implemented in a number of ways and not specifically an additional piece of work. For example:

a.   creating an environment where positive behaviours are more likely

b.   prepare staff to manage behaviour

c.   plan how to reward and sanction behaviours

d.   adjust for learners with send e.g. adaptations without reducing high expectation

e.   monitor and evaluate learner behaviour

Tips for implementing a behaviour curriculum:

a.   understand individual learners' needs, influences and context e.g. rib move

b.   teach learning behaviours alongside managing misbehaviour

c.   use classroom rules or charters consistently to support whole school rules, not 'divide and conquer'

d.   keep language consistent and simple

e.   ensure learning environments are safe, calm, orderly and positive

Bullying

55.   Bullying is defined as *(use definition from this directive)*

56.   Bullying can include*: (as per this directive)*

57.   *If you have a separate anti-bullying strategy, insert/adapt:*

Details of our School's approach to preventing and addressing bullying are set out in our anti-bullying strategy (insert footnote with link)

58.   *If you have no separate anti-bullying strategy, explain your school's approach here. You may wish to consider the following points when developing your strategy:*

a.   *How pupils, parents, guardians or carers, and staff can report incidents of bullying.*

b.   *How the school investigates allegations of bullying.*

c.   *How the school records, analyses and monitors incidents of bullying.*

d.   *Sanction procedures, making reference to section 7 of this policy where applicable.*

e.   *How the school supports pupils who have been bullied, and those particularly vulnerable to it.*

f.   *Whole-school proactive strategies to prevent bullying.*

g.   *How the school trains staff and governors in preventing and handling bullying.*

Recognising the impact of SEND on behaviour

59.   The School or Setting recognises that pupils' behaviour may be impacted by a special educational need and/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.

60.   When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the School or Setting must comply with its legal duties when making decisions about enforcing the Behaviour Policy. The legal duties include:

    a.   taking reasonable steps to avoid disadvantage to a disabled pupil being caused by the School or Settings policies or practices in accordance with the equality act 2010

    b.   using best endeavours to meet the needs of pupils with send

    c.   compliance with the Children and Families Act 2014

61.   If a pupil has a SCAN, the provisions set out in that plan must be secured and the School or Setting must co-operate with the DCS and other bodies. As part of meeting these duties, the School or Setting will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

62.   Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

    a.   short, planned movement breaks for a pupil with SEND who finds it difficult to sit for too long

    b.   adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

    c.   adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

    d.   training staff in understanding conditions such as autism

    e.   use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

Roles and Responsibilities

The Head Teacher

63.   The Head Teacher is responsible for reviewing and approving this Behaviour Policy Directive. The Head Teacher will ensure that the school environment encourages positive behaviour by monitoring staff.

Staff

64.   Staff are responsible for:

    a.   implementing the behaviour policy consistently.

b.   modelling positive behaviour.

c.   providing a personalised approach to the specific behavioural needs of particular pupils.

d.   recording behaviour incidents on BromCom/My Concern.

65.   The Senior Leadership team will support staff in responding to behaviour incidents.

Parents, guardians or carers

66.   Parents, guardians and carers, are expected to:

a.   support their child in adhering to the pupil code of conduct

b.   inform the school of any changes in circumstances that may affect their child's behaviour

c.   discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Explain your school's approach here. The points below are suggestions only and should be adapted to suit your school's specific circumstances.

67.   Pupils are expected to:

a.   behave in an orderly and self-controlled way

b.   show respect to members of staff and each other

c.   in class, make it possible for all pupils to learn

d.   move quietly around the school

e.   treat the school buildings and school property with respect

f.   wear the correct uniform at all times

g.   accept sanctions when given

h.   refrain from behaving in a way that brings the School or Setting into disrepute, including when outside the School or Setting

Rewards and sanctions

Explain your school's approach here. The points below are suggestions only and should be adapted to suit your school's specific circumstances.

List of rewards and sanctions

68.   Positive behaviour will be rewarded with:

      a.   praise

      b.   merit marks

      c.   letters or phone calls home to parents, guardians or carers

      d.   special responsibilities or privileges

69.   The School or Setting may use one or more of the following sanctions in response to unacceptable behaviour:

      a.   a verbal reprimand

      b.   sending the pupil out of the class

      c.   expecting work to be completed at home, or at break or lunchtime

      d.   detention at break, lunchtime, or after school

      e.   referring the pupil to a senior member of staff

      f.   letters or phone calls home to Parents, guardians or carers

      g.   agreeing a behaviour contract

      h.   putting a pupil 'on report'

Zero-tolerance approach to sexual harassment and sexual violence[11]

70.   The School or Setting 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 or Setting's response will be:

      a.   proportionate

      b.   considered

      c.   supportive

      d.   decided on a case-by-case basis

71.   Sanctions for sexual harassment and violence may include:

List the sanctions used by your school for different levels of sexual harassment and violence

72.   The School or Setting has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for: (*edit as appropriate to reflect your child protection and safeguarding policy*)

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[11] See Keeping Children Safe in Education for more details

    a.   responding to a report

    b.   carrying out risk assessments, where appropriate, to help determine whether to:

        i.   manage the incident internally

        ii.   refer to Early Help

        iii.   refer to children's social care

        iv.   report it to the police

73.   *Add as footnote including link:* Please refer to our child protection and safeguarding policy for more information.

Off-site behaviour

74.   Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as:

    a.   taking part in any School or Setting organised/related activity (e.g., school trips) or travelling to or from the School or Setting

    b.   wearing school uniform or in any other way identifiable as a pupil of our school

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

        i.   could have repercussions for the orderly running of the School or Setting

        ii.   poses a threat to another pupil or member of the public

        iii.   could adversely affect the reputation of the School or Setting

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

Malicious allegations

The School or Setting will discipline a pupil or pupils in accordance with this Policy Directive where it is shown that:

    a.   a pupil has made a malicious allegation against a member of staff

    b.   a pupil has made a malicious allegation of sexual violence or sexual harassment against another pupil

76.   In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the School or Setting (in collaboration with the Defence Allegations Designated Officer (DADO), where relevant) will consider whether the pupil who made the allegation needs help, or if the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The School or Setting will also consider the pastoral needs of the staff and/or pupils accused of misconduct.

77.   Please refer to the DCS Policy Directive 3.2.1 Safeguarding and the DCS Policy Directive 3.2.2 Managing Allegations Against Those in Positions of Trust in Schools and Settings for more information on responding to allegations against staff or other pupils. Child-on-child abuse is most likely to include, but not be limited to bullying (see separate section), physical abuse, sexual violence or harassment, upskirting, consensual and non-consensual sharing of nude and semi-nude images and/or videos (sometimes called sexting or youth-produced sexual imagery), initiation/hazing type violence or rituals. This can also include abusive relationships (including coercive and controlling behaviour).

78.   All staff should be made aware of the possibility of child-on-child abuse, both inside and outside of the School or Setting, and online. The absence of reports of incidents does not mean it is not happening. In line with Safeguarding procedures, staff need to report any concerns regarding child-on-child abuse via My Concern, in addition to any reporting via BromCom. Each School or Setting must provide a termly update of BromCom/My Concern data to SGC's.

79.   Central to preventing or minimising risk involves staff challenging inappropriate behaviour, to prevent escalation. Staff must make clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up. Dismissing inappropriate behaviour, risks a culture of unacceptable behaviours, unsafe environments and abuse being normalised. There is a zero tolerance for sexual violence or harassment, and any harassment or bullying towards anyone, including those with protected characteristics as stated in the Equality Act.

Behaviour management

80.   *Explain your School or Settings approach here. The points below are suggestions only and should be adapted to suit your School or Settings specific circumstances.*

Classroom management

81.   Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They must:

  a.   create and maintain a stimulating environment that encourages pupils to be engaged

  b.   display the pupil code of conduct or their own classroom rules

  c.   develop a positive relationship with pupils, which may include:

      i.   greeting pupils in the morning/at the start of lessons.

      ii.   establishing clear routines.

      iii.   communicating expectations of behaviour in ways other than verbally.

      iv.   highlighting and promoting good behaviour.

      v.   concluding the day positively and starting the next day afresh.

      vi.   having a plan for dealing with low-level disruption.

      vii.   using positive reinforcement. Please refer to DCS Policy Directive 3.2.12 Positive Handling for further information.

Confiscation

82.   Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils. The School or Setting will also confiscate any item which is harmful or detrimental to School or Setting discipline. These items will be returned to pupils after discussion with senior leaders and parents, guardians or carers, if appropriate. Searching and screening pupils is conducted in line with the DfE guidance *add latest guidance on searching, screening and confiscation as a footnote.*

Pupil support

83.   The School or Setting recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic(s) (as defined by the Act) from being disadvantaged. Therefore, The School or Setting's approach to challenging behaviour may differ according to the needs of the pupil. The School or Setting's SENDCo will evaluate a pupil who exhibits challenging behaviour to identify any underlying needs that are not currently being met.

84.   Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners etc., to identify and support specific needs. When acute needs are identified, we will liaise with external agencies and plan support programmes for that child, and work with parents, guardians and carers, to create the plan and review it regularly.

Safeguarding

85.   The School or Setting recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. It will consider whether a pupil's misbehaviour may be linked to them suffering mentally or physically, or being likely to suffer, significant harm. Where this may be the case, the School or Setting will follow its Child Protection and Safeguarding policy.

Pupil transition

86.   *Detail how your School or Setting will manage pupil transitions*.

Training

87.   *Adapt this section to include information about how staff can access support and training to improve their practice.*

Monitoring arrangements

88.   *Detail here the arrangements for monitoring and reviewing your School or Settings Behaviour Policy.*

Written statement of behaviour principles

89.   *The following principles are suggestions only. Adapt this statement to suit your School or Settings circumstances*.

a.   Every pupil has the right to feel safe, valued and respected, and learn free from the disruption of others.

b.   All pupils, staff and visitors are free from any form of discrimination.

c.   Staff and volunteers always set an excellent example to pupils.

d.   Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.

e.   The Behaviour Policy is understood by pupils and staff. Pupils are helped to take responsibility for their actions.

f.   The DCS Policy Directive 3.2.9 Exclusions explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.

g.   Families are involved following behaviour incidents to foster good relationships between the School or Setting and the pupils' home life.