

Behaviour Policy and Statement of Behaviour Principles

Date of Policy: Summer 2026
Next Review Date: Summer 2027
Committee: Staffing & Students

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The School will ensure that the policy is applied fairly to all employees and does not have a negative impact in relation to the school's equality strands: race, sex, religion and belief, sexual orientation, age, disability, gender reassignment, marriage and civil partnership and pregnancy and maternity

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I. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform
- Possession of any banned items. These are:
 - Aerosols
 - Correction Fluid e.g. Tippex
 - Chewing gum
 - Electronic devices including smartphones and smartwatches and smart glasses (other than those agreed with the school for education purposes)
 - Bracelets of any descriptions except those worn for religious purposes
 - Chains, except medical tags
 - Facial studs or rings
 - Body piercings
 - Ear-rings, other than plain gold or silver studs; one in the lobe of each ear
 - Expensive watches
 - Rings
 - Key chains
 - Laser pens
 - Make-up including false eyelashes or nails.

Serious misbehaviour is defined as:

Repeated breaches of the school rules

Any form of child on child abuse, including but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between children
- Physical abuse
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment, sexual jokes or taunting
- 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
- Vandalism
- Theft
- Fighting
- Smoking including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, tobacco products and cigarette papers, and vapes.
 - Products containing betel nuts e.g. paan
 - Fireworks
 - Pornographic images
 - Mobile devices (smartphones, smart watches and smart glasses)
 - 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 student) e.g. matches, lighters, solvents, corrosive chemicals

This list is subject to change.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board (Staffing and Students Committee) is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils in and outside of lessons.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly on Bromcom and informing key staff and parents where necessary
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

As part of the ACS community parents/carers are expected to speak with their children and support them in improving behaviours which are not conducive to their learning or the learning of others.

Parents are expected to:

- Be respectful to school staff all of the time.
- Support their child in adhering to the schools behaviour policy and reinforce it at home where appropriate
- Inform the school of incidents inside or outside school which affect our school community
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Encourage positive behaviour in line with the high expectations set out in this policy
- Ensure their child comes to school with the correct equipment and school uniform ensuring their child attends school regularly and on time
- Support the school by attending the appropriate meetings and functions
- Inform the school promptly and in writing of all absences
- Ensure their child completes all home learning set to the best of their ability
- Work collaboratively with the school to resolve any problems that may arise
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Adhere to the Home School Agreement and Computer Use Agreement (signed on entry to the school)

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

5.4 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

Alperton Community School's behaviour curriculum is built around the school's core values of **Ready, Respectful, Responsible and Resilient (the 4Rs)**. Students are explicitly taught the behaviours and attitudes needed to succeed through consistent classroom routines, assemblies, tutor time, PSHE and pastoral support. Expectations include excellent attendance, punctuality, correct uniform, positive relationships, respectful communication and taking responsibility for actions. The curriculum promotes resilience, encouraging students to persevere, learn from mistakes and respond positively to feedback. By embedding these expectations across all aspects of school life, the behaviour curriculum creates a safe, inclusive and purposeful learning environment where every student can thrive academically and personally.

Students are expected to:

- Be ready, respectful, responsible and resilient at all times
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all students to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

For guidance on mobile phones, please see our **Digital Device Policy**. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Responding to behaviour

At ACS all staff have been trained to de-escalate situations. We RIP (reprimand in private) and PIP (praise in public) We have the highest expectations of all students as we know that calm and purposeful classrooms are an ideal learning environment.

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

7.1 Classroom management

- Ensure that they are fully prepared and on time for lessons
- Meet and greet learners in the doorway
- Create and maintain a safe and stimulating environment that encourages students to be engaged
- Set high expectations for behaviour and learning
- Plan and provide challenging, differentiated, interesting and relevant lessons and maximise learner effectiveness
- Display the student code of conduct
- Use the language of the 4Rs to ensure consistency of both rewards and sanctions.
- Treat all learners fairly and with respect
- Use positive praise and departmental and whole school reward systems
- Develop a positive relationship with students and promote positive behaviour management, which may include:
 - Greeting students in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection.
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

Please refer to our child protection and **safeguarding policy** for more information

7.3 Responding to good behaviour

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise from staff
- Mention in assemblies
- Written praise on student work or on the website
- Achievement Points
- Certificates, postcards or letters home
- Positive phone calls home to parents
- Awards at celebration evenings or assemblies
- Displays of excellent work around the school
- Celebration on electronic displays
- Termly achievement awards
- Special responsibilities/privileges

7.4 Responding to misbehaviour

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

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

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

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

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

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

- A verbal reprimand
- Being moved to a different location in the teaching space

- Making use of the 'alert' provision which may lead to the removal of a student from the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Students may be placed in a 'shadow timetable' They will be asked to complete work in another classroom/subject in order for learning to continue
- Referring the student to a senior member of staff
- Letters, phone calls or text messages home to parents
- Agreeing a behaviour contract or behaviour support plan
- Putting a student 'on report'
- School-based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.
- Being placed in our Internal Alternative Provision (RESTORE) for a period of time up to six weeks.
- Referral to Brent Inclusions Team which could lead to the implementation of a Pastoral Support Plan
- External Alternative Provision placement
- Suspension
- Permanent exclusion in the most serious cases

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

See appendix 4 for sample letters to parents about their child's behaviour.

We may use RESTORE our inclusion space in response to serious or persistent breaches of this policy. Students may be sent to the RESTORE during lessons if they are disruptive, and they will be expected to complete assigned tasks which will support their learning when they go back into lessons.

Students who do not attend a given detention may also be sent to RESTORE to serve an internal suspension.

RESTORE is managed by Ms Lazare, Deputy Headteacher and overseen on a daily basis by Ms Lucas Head of Inclusion.

7.5 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.

Students 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

Sanctions for sexual harassment and violence may include:

- Fixed Term exclusions
- Alternative provision placement
- Permanent exclusion

All incidents of sexual harassment will also result in a conversation with our schools Police Officer

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.

7.6 Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Malicious allegations

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

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will discipline the student 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, where relevant) will consider whether the student 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 students accused of misconduct.

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

The headteacher will also consider the pastoral needs of staff accused of misconduct.

7.1.1 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
- Be recorded and reported to parents

Details of the school's approach to physical restraint is set out in the Reasonable Use of Force Policy.

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

7.1.1.1 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them. This will be in one of the inclusion rooms on the second floor of the ER site or a specific site on the SA site.
- The pupil will be supervised at all times, by at least 1 member of staff; these staff will usually be members of the inclusion team. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

7.11.2. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

7.12 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will **not** be returned to students. **Parents will need to make an appointment to collect these items at a time convenient to the school.**

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

Searching and screening students is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.13 Student support

The school recognises its legal duty under the Equality Act 2010 to ensure that students with a protected characteristic are not placed at a disadvantage. Consequently, our approach to managing and challenging behaviour may be differentiated to meet individual needs.

Where a student displays challenging behaviour, the school will assess whether there are underlying needs that are not currently being met. This will be considered through the Inclusion and Intervention Group (IIG), which includes the SEND Lead, DSL, Intervention Lead and Pastoral Lead.

Where appropriate, advice and support may be sought from specialist teachers, educational psychologists, medical practitioners and other professionals to identify and support specific needs.

When acute or complex needs are identified, the school will work in partnership with parents and external agencies to plan and review targeted support. This may include an Early Help referral and, where safeguarding concerns are identified, involvement from Children's Social Care/Social Services to ensure that the student and family receive appropriate support.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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

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

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

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

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

At ACS we try to anticipate and remove triggers of misbehaviour. We do this by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Using seating plans to ensure students are placed where they can best receive support
- Training for staff in understanding conditions such as autism

- Sharing profiles of all students with SEND so teachers can plan quality first teaching appropriately
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

The school's special educational needs 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.

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.

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

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

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

9. Supporting pupils following a sanction

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

- Reintegration meetings
- Daily contact with the pastoral lead/ assigned mentor
- A report card with personalised behaviour goals
- A PSP set up by the schools inclusion Support Officer from Brent

10. Pupil transition

10.1 Inducting incoming pupils

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

10.2 Preparing outgoing pupils for transition

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

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

11. Training

We regularly work together to ensure the best outcomes for our students.

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

Our staff are provided with training on managing behaviour through positive relationships, as part of their induction process. All staff can refer themselves to the Deputy Headteacher in charge of Personal Development Behaviour and Wellbeing (Ms C Lazare) for personalised support.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every half term by deputy headteacher pastoral

- The data will be analysed from a variety of perspectives including:
- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and staffing and students committee at least every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the staffing and students committee annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Exam Policy
- Safeguarding & Child Protection Policy
- Attendance Policy

- Digital Devices Policy
- Teaching & Learning Policy
- Charges and Remissions Policy
- Reasonable use of Force Policy
- Anti-Bullying Policy
- Acceptable Use of ICT Policy
- Home School Agreement

Appendix I: written statement of behaviour principles

Alperton Community School is a multicultural school that values and celebrates diversity and respects the languages, cultures, faiths and lifestyles of the whole school community. The school aims to raise standards and achievement by ensuring that every individual is given the opportunity to develop their full potential. This will be achieved through high quality teaching and learning and by rigorously tackling underachievement. We endeavour to encourage all members of the school community to accept personal responsibility for their actions, to be truthful and self-disciplined.

The Governors, staff, parents and students of Alperton Community School believe that we will nurture and inspire each and every student in our community to fulfil their academic and personal ambitions, by delivering outstanding education with the utmost commitment and passion. In order to fulfil our mission, we expect our students to be Ready, Respectful, Responsible and Resilient.

Ready

- With the highest possible attendance
- On time for every lesson
- Prepared for every lesson
- In full school uniform or following the school dress code
- With no food or drinks in lessons (except bottled water)

Respectful

- Treat others with the respect you would expect to be treated with
- Follow all instructions diligently when requested
- Listen to what other people say and speak politely to others
- Take care of each other, the buildings and all equipment

Responsible

- Follow all rules to keep yourself and others safe
- Be in control of your actions and do the right thing
- Own up to mistakes and make them right. If you are wrong, then own up, apologise and move on

Resilient

- Have a GROWTH mind-set: your brain gets stronger by making it work
- View a difficulty as a challenge
- Learn from your mistakes so you don't make them again
- Pay particular attention to feedback and learn from others
- Set your own goals and work hard to attain them

It is the collective responsibility of the entire learning community, to ensure that all learners are valued and enabled to achieve their full potential. As such, this policy is based on the premise that everyone has a right to:

- learn and work in a purposeful, orderly and calm environment, without being disrupted by others
- feel safe
- have their voice heard and their concerns listened to be treated with fairness and respect
- free from any form of discrimination

The governing board also emphasises that violence or threatening behaviour will not be tolerated under any circumstances.