



BEHAVIOUR POLICY

Approval Authority

Effective From: September 2025

Date Ratified by GB:

Next Review Date: September 2026

Signed by Chair of GB:

Pinner Wood School Behaviour Policy

'The Pinner Wood Way'

Our core values provide the framework for our approach to and strategy for managing behaviour.

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

At Pinner Wood, we have a positive approach to behaviour, shown through our values:

Our Values Are:

- Choose Kind,
- Strength Through Positivity,
- Step Up,
- Enjoy Learning,
- Heart of our Community,
- Dream Big

Through these values, our aims are:

- To create a culture of effective behaviour for learning in all areas of life
- To build a community underpinned by our agreed values that thrives on consistency and understanding
- To create a positive and respectful learning environment, where students are safe and feel safe.

Our Ethos

At Pinner Wood our ethos for everyone is:

- Be safe and happy
- Have respect and show kindness to each other
- Learn and achieve to the very best of our ability

The Pinner Wood Pupil Pledge:

1. As a pupil of Pinner Wood School, I agree to be the best that I can
2. I will Dream Big, come to school, prepared to learn, and have high expectations for myself and the world I live in
3. I will show Strength Through Positivity, persevere through challenges and be determined not give up
4. I will Choose Kindness, respect myself and everything around me, both people and resources, through my words and actions
5. I will be the Heart of the Community – participate in whole school and class discussions/projects and make a positive contribution to my community
6. I will Step Up to take responsibility for my actions and use skills to resolve conflict in a positive way
7. I will Enjoy Learning and take advantage of all the opportunities and experiences offered to me and bring a positive attitude to learning

Our School Pledge:

1. Dream Big – the school will provide lots of opportunities, experiences and support new ideas for pupils to dream big and have the highest expectations for our school and community
2. Strength Through Positivity – the school will teach pupils to be resilient, provide a safe environment where it is ok to make mistakes, equip our pupils and staff with the skills to mediate and solve conflicts in a safe and purposeful way
3. Choose Kindness – the school will encourage kindness at all levels. All behaviour at all levels is dealt with within our agreed code/policies. We will not tolerate inappropriate behaviour or that falls below our Pinner Wood expectations and detrimental to the school core purpose
4. Heart of the Community – the school will reflect the community in which it sits and make links with the community in a two-way system – give to us; we give back
5. Step Up – the school will encourage leadership at all levels, support ideas and encourage research and independent thinking
6. Enjoy Learning – the school ensures our curriculum is relevant, engaging and inspiring to others with high quality teaching and a consistent approach across the school. The school encourages all pupils to enjoy learning and provides opportunities for all

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:

- Praise
- House points linked to values
- Values time- 30 minutes on a Friday afternoon
- Certificates
- Postcards
- Behaviour shield
- Sharing with parents
- Responsibilities
- Class/year group/whole school rewards
- This list is not exhaustive.

When things go wrong:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor Learning behaviour

Serious misbehaviour is defined as:

- Repeated breaches of the school values
- Any form of bullying
- 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
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - 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

- Smoking
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- 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)

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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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:

- Reminder – Redirection – Rethink
- Verbal warning (Values time)
- Loss of Values time
- Thinking time
- 'Time In' (where the child sits with an adult)
- SLT referral
- Reparation - Restorative practices

- Make amends
- Time out of class
- Talking to parents and carers
- Missing trips/ treats
- Referral to external agencies
- Suspension (in serious circumstances)
- Permanent exclusion (a last resort)

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

Consequences Chart

Any member of staff	Class teacher	KSL Leader	AHT/DHT/HT
Moving around school in an unsafe way Being in a place they should not be Shouting out Talking to peers at the wrong time Interrupting an adult Distracting others Making silly noises Not listening Out of seat Other low level disruption Redirect, repeat movement e.g. walk don't run	Mild name calling, Lying Task refusal Leaving classroom without permission Disrespect for others' belongings Throwing small objects in the classroom (that don't hit anyone) CPOMS Warning first before missing part of VT/break time Parents informed/meeting arranged	Intentional hurting including verbally, fighting Racist or sexist comments Swearing Leaving classroom in anger/emotionally dysregulated CPOMS discussion with parents Mediation/restorative conversation with peer Lost VT/break time Time off the playground- back chaining Social stories /SEN plan Play Therapist Pastoral Lead support	Serious fighting incident – verbal or physical Child on child abuse Bullying including online abuse Throwing objects with intent/dangerously Persistent serious defiance Persistent leaving the classroom Stealing, vandalism, intentional damage to property Missing trips or treats Internal Suspension Suspension Educational Psychology involvement Referral to MASH TAC meeting with outside agencies Permanent exclusion

Restorative Justice – Chat Script

What happened?

What were you thinking?

What do you think now?

Who has been affected by this?

What needs to happen to put this right?

What will you do differently next time?



Restorative Justice - Choices

What choices did you have?

What choice did you make?

How did that choice affect you and others?

What choice could you make next time so it can be resolved without you upsetting others/feeling upset?



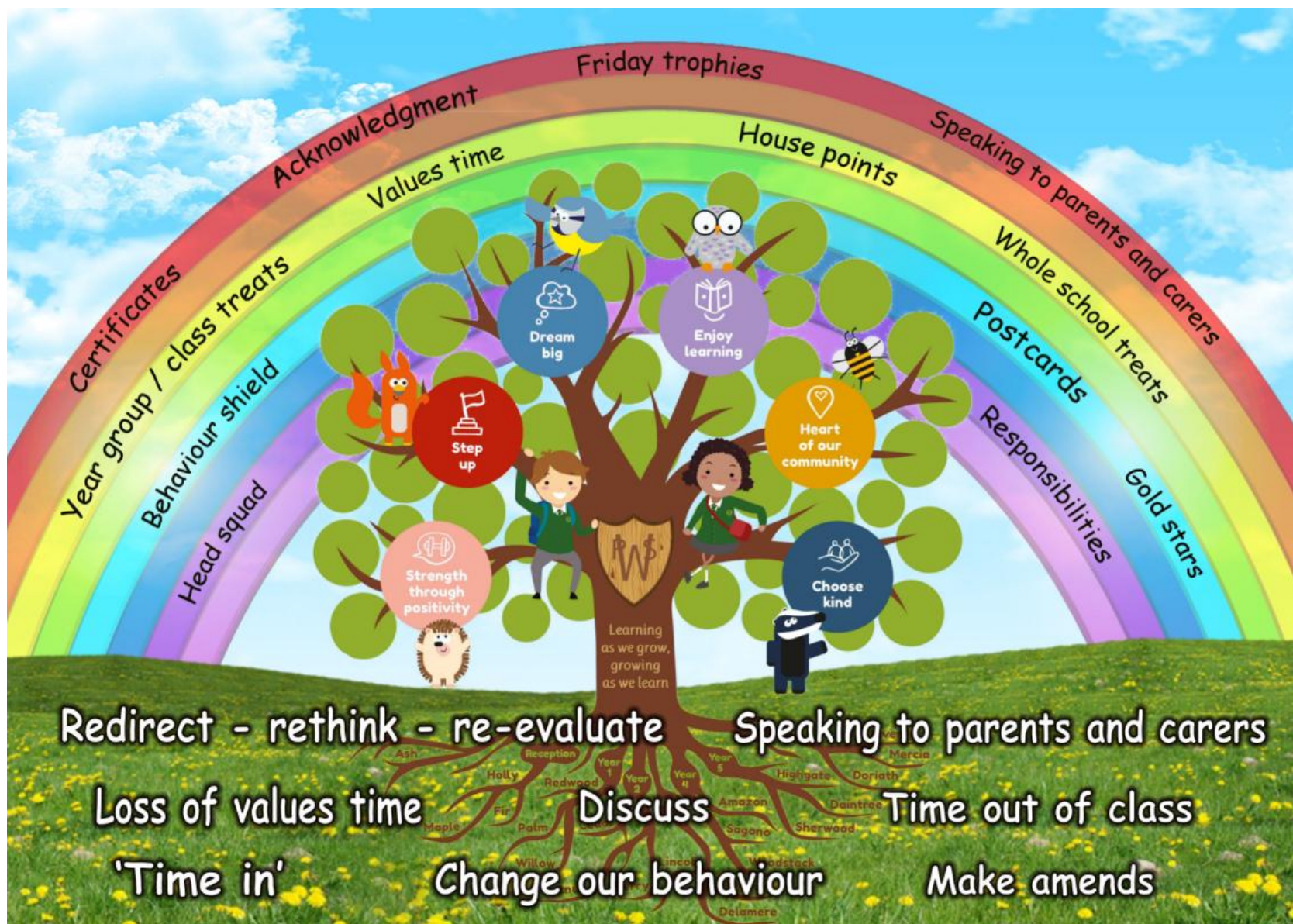
Dealing with disciplinary matters whilst on assembly, break or lunch duty

Staff members on duty at break time should deal with any minor issues that arise using restorative discussions if required. Children may be given cooling off periods. If appropriate, they may be given 5 minutes 'Reflection Time' - a time away from others but with an adult –“Time In” - in order to reflect on their unwanted behaviour and consider how to improve it in the future. Any such time could include having a restorative discussion with the member of staff on duty. Any such misbehaviours occurring during non- lesson times need to be logged on CPOMS or initially recorded in writing and added to CPOMS.

All teaching staff can deal with most disciplinary problems whilst on duty determining whether a quiet word of warning or reflection time is needed. At lunch times, SMSAs may also give such worded warnings. More significant behavioural issues should be referred to SLT. In the event of a very serious incident, such as a racist, sexist, homophobic incident or physical incident, the pupil should be accompanied to the AHT/DHT/HT.

Polite Reminder
Warning
Move Away – sit on a bench, stay with an adult and have 5 minutes quiet time for reflection
Move in – child is escorted inside the school for further restorative discussion with a member of the senior leadership team

This visual below will support understanding of 'The Pinner Wood Way'



1

CHOOSE KIND



SAMMY SQUIRREL SAYS.
'STEP UP TO SUCCESS'

2

KEEP EVERYONE SAFE

Treat everyone with kindness and respect • Include everyone
• Use kind words, gestures and actions • Be polite and friendly

3

DREAM BIG
AND DO YOUR BEST

Walk inside school- don't run • Play safe games
• Tell someone you trust if there's a problem • Be safe online

Allow others to do their best too • Use your time well
• Use your voice to share ideas and opinions

4

TELL THE TRUTH

Take responsibility for your actions
• Be honest

5

LOOK AFTER
OUR SCHOOL

Label your property • Take care of things
• Be tidy and put things away



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, but not limited to: • 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, 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 or gaming sites

Measures in place to prevent bullying:

- Play Leaders
- Playground friends
- Pastoral AHT present at lunchtimes
- Pastoral Mentor
- Values Ambassadors (Year 6)
- PSHE lessons
- Monday Morning Meeting
- Friday Review
- Values Assemblies

- Oracy assemblies
- Lunch Clubs
- Peer Mediation
- Buddies for new children
- Peer Mentoring
- Stringent controls/scrutiny of our online platform Seesaw
- Assemblies and workshops around online safety

Roles and responsibilities

The governing board

The Governors are responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- Reviewing this policy (with Governors)
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 behaviour data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and 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 and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (CPOMS)
- Challenging pupils to meet the school's expectations

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

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific/individual behaviour strategies)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

Pupils will be made aware of the following:

- The school's key values and routines
- The expected standard of behaviour they should be displaying at school
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them with their behaviour if they are struggling

Pupils will be supported to uphold our values and will be provided with repeated support

Pupils will be supported to develop an understanding of the school's core values 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 strategy.

Extra support will be provided for pupils who are mid-year arrivals from adults and peers at Pinner Wood.

NB: Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Mobile Phones

The school has adopted a no Smartphone policy.

Children are unable to bring in Smartphones or Smartwatches into school.

Children in Year 5 and 6 may bring in a non-smartphone into school, but must switch them off before they enter any part of the school, including the playgrounds. On arrival in the classroom, they are given to the class teacher (Year 6) who places the phone in a locked box, where they will be safely stored until the child leaves school for the day

If a child is seen to be using a phone without permission during the school day, the phone will be taken off of them and returned at the end of the day. If this behaviour reoccurs, a family member will need to collect the phone from school.

Any misuse of a phone will be dealt with under our safeguarding policies.

Responding to behaviour

Classroom management

Teaching and non-teaching staff are responsible for setting the tone and context for positive behaviour within the school. All staff should:

- Show visible consistency
- Show visible kindness and emotional warmth
- Maintain dignity and respect
- Gain trust and foster strong relationships through teaching children how to manage emotions (Linked to the Zones of Regulation)
- Model unconditional positive regard
- Model positive relationships between adults
- Model self-regulation and manage their own emotions and behaviour

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

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 which can be found on the school website: [Pinner Wood School: Policies & Documents](#)

Reasonable force

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

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

Incidents of reasonable force 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
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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.

Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

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.

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 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.

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 which can be found on the school website: [Pinner Wood School: Policies & Documents](#)

Malicious allegations

Where a pupil makes an allegation against a member of staff 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.

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.

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

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

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 causing any substantial disadvantage to a disabled pupil 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 to prevent these from occurring.

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

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD, PDA
- Use of sensory zones and safe spaces where pupils can regulate their emotions as necessary

Adapting sanctions for pupils with SEND

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

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

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 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

<https://www.harrowlocaloffer.co.uk>

Pupil 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 related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year.

Training

Staff are provided with regular training on managing behaviour, including training on:

- Team Teach (managing physical restraint and de-escalation of behaviour)
- The SEND needs of the pupils at the school
- How trauma and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log is held and managed on Smartlog. Staff are encouraged to keep their own training records.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents (CPOMS)
- Attendance, permanent exclusion and suspension [Suspensions and exclusions policy](#)
- Anonymous surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by the Safeguarding Team – Headteacher, Deputy Head and Inclusion Leader, Assistant Heads, Pastoral Mentor, Welfare and Attendance Officer.

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 it.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical intervention policy
- Anti-bullying policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

This written statement of behaviour principles is reviewed and approved by the Governing Body annually.

Appendix 2 : Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the **Special Educational Needs and Disability (SEND) Code of Practice 2015**.

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online