

Finham Park 2 Behaviour Policy

September 2026



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1. Aims and principles

FP2 is committed to creating a calm, safe, respectful and supportive environment in which every pupil can learn, develop and achieve.

The purpose of this policy is to:

- promote high standards of behaviour and conduct;
- create an environment in which pupils feel safe, valued and respected;
- enable pupils to learn without unnecessary disruption;
- establish clear, consistent and proportionate expectations;
- teach pupils the behaviour, habits and social skills required for successful learning and positive relationships;
- recognise and reward positive behaviour;
- respond consistently and fairly when behaviour falls below expectations;
- prevent bullying, discrimination, harassment and child-on-child abuse;
- protect pupils and staff from harm;
- take account of pupils' individual circumstances, including SEND and disability;
- provide appropriate support alongside sanctions;
- ensure that behaviour management is consistent with safeguarding responsibilities;
- ensure that the school complies with its duties under equality and education legislation;
- work positively with parents and carers;
- use behaviour information to identify patterns, evaluate practice and improve provision.

FP2 believes that good behaviour is taught. Expectations will therefore be explicitly taught, modelled, practised and reinforced.

The school will maintain high expectations while recognising that pupils may require different levels or types of support to achieve those expectations.

2. Legislation, statutory requirements and guidance

This policy has regard to the following legislation, statutory guidance and Department for Education guidance applicable to schools in England.

2.1 Education and behaviour

- Education Act 1996.
- Education Act 2002.



- Education and Inspections Act 2006, including the statutory powers concerning behaviour, reasonable force and school behaviour policies.
- Equality Act 2010.
- Children and Families Act 2014.
- SEND Code of Practice: 0 to 25 years.
- Behaviour in schools: advice for headteachers and school staff.
- School suspensions and permanent exclusions.
- Searching, screening and confiscation in schools.
- Mobile phones in schools.
- Restrictive interventions, including the use of reasonable force, in schools.

The DfE Behaviour in Schools guidance remains the principal guidance for developing a whole-school behaviour culture.

2.2 Safeguarding

This policy is read alongside:

- Keeping Children Safe in Education 2026 (KCSIE);
- Working Together to Safeguard Children 2026;
- the school's Child Protection and Safeguarding Policy;
- the Prevent duty;
- statutory guidance on information sharing to safeguard children and young people;
- relevant local safeguarding partnership procedures.

KCSIE 2026 came into force on 1 September 2026.

Working Together to Safeguard Children was updated in March 2026 and strengthens expectations around anti-discriminatory practice, child sexual abuse, abusive behaviour in intimate relationships, coercive control, online harms, group-based exploitation and multi-agency working.

2.3 Information sharing

FP2 will comply with the new statutory information-sharing framework introduced through the Children's Wellbeing and Schools Act 2026.

The statutory information-sharing duty under section 16LA of the Children Act 2004 comes into force on **30 September 2026**. Where the legal conditions are met, relevant information must be shared where it may help another relevant organisation or practitioner assess need, assess risk, make a decision, provide support or take action to safeguard and promote a child's welfare.

This does not replace existing safeguarding procedures. Staff must continue to follow the school's safeguarding policy and local safeguarding arrangements.

2.4 Children's Wellbeing and Schools Act 2026

FP2 will have regard to changes introduced by the Children's Wellbeing and Schools Act 2026, including changes affecting schools, safeguarding, information sharing and off-site arrangements.

The Act received Royal Assent in 2026 and includes provisions affecting education, safeguarding and information sharing.



2.5 Attendance

FP2 recognises the close relationship between attendance, behaviour, safeguarding, wellbeing and educational outcomes.

The school will have regard to the statutory guidance Working Together to Improve School Attendance, updated in July 2026.

Poor attendance will not automatically be treated as deliberate misbehaviour. Where attendance difficulties are associated with anxiety, SEND, health, safeguarding or other barriers, the school will seek to understand and address the underlying need.

2.6 Mobile phones

The DfE's Mobile Phones in Schools guidance became statutory on 29 June 2026 and schools are expected to follow it from 1 September 2026.

Schools are expected to be mobile-phone-free by default throughout the school day, including lessons, movement between lessons, break and lunchtime, subject to appropriate exceptions and reasonable adjustments.

FP2's requirements are set out in section 13.

2.7 Restrictive interventions

From 1 April 2026, the DfE guidance Restrictive Interventions, Including the Use of Reasonable Force, in Schools replaced the 2013 reasonable force guidance.

The updated framework introduces statutory requirements concerning the recording and reporting of significant incidents involving the use of force and recording and reporting requirements concerning seclusion and restraint.

2.8 Bullying

FP2 will have regard to the DfE's Preventing and Tackling Bullying guidance, updated in July 2026. **GGOV.UK**

FP2 will also take account of the DfE's July 2026 guidance concerning bullying and harassment of school staff.

3. Definitions

3.1 Behaviour

Behaviour includes conduct, language, attitudes, interactions and actions which affect the learning, safety, wellbeing or dignity of pupils, staff or other members of the school community.

3.2 Misbehaviour

Misbehaviour includes, but is not limited to:

- disrupting learning;
- persistent low-level disruption;
- failing to follow reasonable instructions;



- disrespectful or inappropriate language;
- inappropriate behaviour in corridors, playgrounds, communal areas or during transitions;
- failure to complete reasonable work or agreed responsibilities;
- inappropriate use of technology;
- incorrect uniform or failure to follow reasonable appearance requirements;
- inappropriate behaviour on school transport or during school activities;
- behaviour which adversely affects the school community.

3.3 Serious misbehaviour

Serious misbehaviour includes:

- repeated or persistent breaches of school expectations;
- bullying;
- discriminatory or prejudicial behaviour;
- racist, sexist, homophobic, biphobic or transphobic abuse;
- misogynistic or misandrist behaviour;
- sexual harassment or sexual violence;
- child-on-child abuse;
- physical assault or fighting;
- threatening behaviour;
- intimidation;
- possession or use of prohibited items;
- possession or use of weapons;
- possession, supply or use of illegal drugs;
- possession or use of alcohol;
- theft;
- significant vandalism or deliberate damage;
- smoking or vaping;
- sharing, requesting, creating or possessing sexual images of children;
- sharing or creating nudes or semi-nudes, including AI-generated or altered material;
- upskirting;
- initiation or hazing activities;
- serious online abuse;
- serious misuse of artificial intelligence;
- behaviour which creates a significant safeguarding risk;
- behaviour which may constitute a criminal offence.

This list is illustrative and not exhaustive.

4. Our behaviour culture

FP2's behaviour culture is based on the following principles:

1. High expectations for everyone.
2. Consistency without treating every child identically.
3. Behaviour is taught, not simply demanded.
4. Positive relationships are central to effective behaviour management.
5. Sanctions are proportionate and purposeful.
6. Safeguarding comes before punishment.
7. SEND, disability and individual circumstances are considered.



8. Adults model the behaviour they expect from pupils.
9. Pupils are given opportunities to repair relationships and learn from mistakes.
10. The school uses evidence and behaviour data to improve practice.

FP2 expects staff to establish calm, predictable routines and to address inappropriate behaviour promptly.

5. School rules and behaviour curriculum

Pupils are expected to:

- behave safely and respectfully;
- follow reasonable instructions from staff;
- allow others to learn;
- speak to others respectfully;
- respect differences;
- challenge or report discriminatory, harmful or abusive behaviour;
- care for school property;
- move safely and calmly around the school;
- attend regularly and punctually;
- be prepared for learning;
- follow uniform and appearance expectations;
- use technology responsibly;
- follow the school's mobile phone requirements;
- accept reasonable consequences when expectations are not met;
- behave appropriately when representing FP2;
- understand that behaviour online can have consequences within school;
- contribute positively to the school community.

These expectations will be explicitly taught during induction and revisited throughout the year.

The behaviour curriculum will include:

- respectful communication;
- listening;
- following instructions;
- emotional regulation;
- managing disagreement;
- conflict resolution;
- safe use of technology;
- online conduct;
- recognising bullying;
- reporting concerns;
- consent and respectful relationships;
- discrimination and prejudice;
- understanding consequences;
- restorative and reflective approaches;
- safe movement around school;
- appropriate conduct outside school.



Where appropriate, reasonable adjustments will be made so pupils with SEND or disabilities can access and meet expectations.

6. Bullying, discrimination and harassment

FP2 defines bullying as behaviour that is:

- deliberately hurtful;
- repeated or likely to be repeated;
- difficult for the targeted person to defend against;
- often characterised by an imbalance of power.

Bullying may be:

- physical;
- verbal;
- emotional;
- social;
- racial;
- faith-based;
- sexist;
- homophobic;
- biphobic;
- transphobic;
- disability-related;
- sexual;
- cyber-based;
- related to appearance, family circumstances, socioeconomic background or another characteristic.

Bullying can occur in person or online.

FP2 recognises that harmful behaviour may occur as a single serious incident even where it does not meet the definition of repeated bullying.

All reports will be taken seriously.

Pupils can report concerns to:

- any trusted member of staff;
- their class teacher/form tutor;
- pastoral staff;
- the DSL or deputy DSL;
- [school reporting system];
- anonymously where appropriate.

The school will:

- investigate concerns proportionately;
- safeguard pupils involved;
- record incidents;
- identify patterns;
- support pupils who experience bullying;



- address the behaviour of pupils responsible;
- consider whether safeguarding procedures are required;
- communicate with parents/carers where appropriate;
- monitor repeat incidents.

Bullying and harassment of staff will also be taken seriously. FP2 expects pupils, parents and all members of the school community to treat staff with dignity and respect.

7. Roles and responsibilities

7.1 Governing body/trust

The governing body/trust is responsible for:

- approving and reviewing this policy;
- ensuring appropriate oversight;
- monitoring behaviour data;
- ensuring the policy is implemented effectively;
- holding the headteacher to account;
- ensuring the school's behaviour culture is consistent with legal duties;
- monitoring whether particular groups of pupils are disproportionately affected;
- ensuring appropriate safeguarding, filtering and monitoring arrangements.

7.2 Headteacher

The headteacher is responsible for:

- implementing this policy;
- establishing a positive behaviour culture;
- ensuring staff understand expectations;
- ensuring consistent implementation;
- ensuring staff receive appropriate training;
- monitoring behaviour and sanctions;
- ensuring safeguarding considerations are integrated into behaviour management;
- ensuring reasonable adjustments are made where required;
- ensuring significant restrictive intervention incidents are recorded and reported;
- ensuring parents and carers are appropriately informed;
- overseeing suspension and permanent exclusion decisions in accordance with statutory guidance.

7.3 Senior leaders

Senior leaders will:

- support staff with challenging behaviour;
- monitor behaviour patterns;
- support pupils and families;
- coordinate interventions;
- investigate serious incidents;
- ensure appropriate safeguarding referrals;
- monitor consistency.



7.4 Staff

All staff will:

- model respectful behaviour;
- establish clear expectations;
- teach routines;
- use positive reinforcement;
- challenge inappropriate behaviour;
- use de-escalation;
- record incidents appropriately;
- identify safeguarding concerns;
- consider SEND and individual circumstances;
- seek support when necessary;
- maintain professional boundaries.

Staff must not use humiliation, corporal punishment or physical force as punishment.

7.5 Parents and carers

Parents and carers are expected to:

- support the school's behaviour expectations;
- encourage regular attendance;
- support punctuality;
- communicate relevant circumstances affecting behaviour;
- work constructively with staff;
- attend meetings where appropriate;
- raise concerns respectfully;
- model respectful communication.

FP2 will not tolerate abusive, threatening or harassing behaviour towards staff.

7.6 Pupils

Pupils are expected to:

- know and follow the school's behaviour expectations;
- treat others with respect;
- report concerns;
- accept reasonable consequences;
- participate in restorative or reflective processes where appropriate;
- contribute to a safe and positive school culture.

8. Recognition and rewards

FP2 believes that recognition of positive behaviour is an essential part of behaviour management.

Staff may use:

- verbal praise;
- specific positive feedback;
- written feedback;
- certificates;



- celebration assemblies;
- positive messages or calls home;
- class or group recognition;
- responsibility or leadership opportunities;
- privileges;
- achievement recognition;
- reward systems established by the school.

Recognition should be:

- specific;
- sincere;
- proportionate;
- accessible to all pupils;
- focused on effort, progress and positive conduct.

Rewards will not be used in a way that unfairly disadvantages pupils with SEND or other protected characteristics.

9. Responding to behaviour

When behaviour falls below expectations, staff will respond calmly, consistently and proportionately.

Where appropriate, the response will follow this sequence:

1. Non-verbal reminder.
2. Clear verbal reminder.
3. Restatement of expectation.
4. Choice and opportunity to correct behaviour.
5. Consequence where behaviour continues.
6. Reflection or restorative conversation.
7. Parental involvement where appropriate.
8. Additional support/intervention where required.

Serious incidents may move immediately to a higher level of response.

Staff will consider:

- what happened;
- the seriousness of the behaviour;
- the impact on others;
- whether the pupil understood the expectation;
- the pupil's age and developmental stage;
- SEND or disability;
- known vulnerabilities;
- safeguarding concerns;
- previous interventions;
- whether the behaviour indicates an unmet need.



The school will not automatically excuse behaviour because a pupil has SEND. Equally, the school will not sanction behaviour without considering whether SEND or disability materially affected the pupil's ability to understand or comply.

10. Classroom management

Teachers and support staff will establish:

- clear routines;
- predictable starts and endings;
- calm transitions;
- appropriate seating;
- clear learning expectations;
- positive relationships;
- accessible instructions;
- consistent consequences.

Staff should use:

- positive narration;
- specific praise;
- reminders;
- proximity;
- non-verbal cues;
- calm correction;
- appropriate seating changes;
- planned movement or sensory breaks where required;
- de-escalation.

Where behaviour is persistent, staff should seek support rather than allowing disruption to escalate.

11. Safeguarding and behaviour

A change in behaviour may indicate that a pupil is experiencing abuse, neglect, exploitation, bullying, mental health difficulties, family difficulties or another safeguarding concern.

Staff must therefore consider:

"What might be happening for this child?"

This does not mean that harmful behaviour is ignored.

Where behaviour raises safeguarding concerns, staff must follow the Child Protection and Safeguarding Policy and report to the DSL or deputy DSL.

Possible responses may include:

- pastoral support;
- early help;
- family support;



- safeguarding referral;
- multi-agency support;
- social care referral;
- police involvement where appropriate.

Working Together to Safeguard Children 2026 places increased emphasis on identifying and responding to multiple and interconnected harms, including online harms, child sexual abuse, abusive relationships and exploitation.

12. Sanctions and consequences

Sanctions will be proportionate and designed to restore a safe learning environment and reduce the likelihood of recurrence.

Possible sanctions include:

- verbal reminder;
- loss of an appropriate privilege;
- completion of missed work;
- reflection task;
- supervised detention;
- removal from a classroom;
- parental contact;
- behaviour monitoring;
- behaviour support plan;
- meeting with pastoral staff;
- meeting with senior leaders;
- restorative process;
- school-based community responsibility where appropriate;
- suspension;
- permanent exclusion in the most serious circumstances.

13. Mobile phones and personal technology

FP2 will operate a **mobile-phone-free school day** in accordance with the statutory DfE guidance which schools are required to follow from September 2026.

The school day means the period from the pupil's arrival on school premises until the pupil leaves at the end of the school day, including:

- lessons;
- movement between lessons;
- break;
- lunchtime;
- assemblies;
- enrichment activities during the school day.

Pupils must not:

- use mobile phones;
- use smart watches for messaging or communication;
- use devices to record pupils or staff;
- use devices to access social media;
- use devices to send or receive messages;



- use devices to take photographs or videos;
- use devices to communicate with people outside school.

FP2 may require mobile phones to be:

- switched off;
- securely stored;
- handed in;
- placed in an approved storage system.

The exact storage arrangement will be communicated to pupils and parents.

13.1 Exceptions

Exceptions may be permitted where:

- required as a reasonable adjustment for disability;
- required for a medical condition;
- specifically authorised by the headteacher;
- required for a particular safeguarding or personal circumstance.

The school will consider individual circumstances and its legal duties before refusing an adjustment. The statutory guidance expressly recognises that reasonable adjustments and exceptional adaptations may be required.

13.2 Breaches

Where a pupil uses or possesses a mobile phone contrary to the policy, the school may:

- require the device to be handed over;
- confiscate the device in accordance with school rules;
- contact parents/carers;
- apply an appropriate sanction;
- search for the device where lawful;
- escalate consequences for repeated breaches.

The school's response will remain proportionate and will take account of SEND and individual circumstances.

14. Searching, screening and confiscation

FP2 will follow the DfE guidance on Searching, Screening and Confiscation.

A search may be conducted where an authorised member of staff has reasonable grounds to suspect that a pupil is carrying a prohibited item or an item identified in the school's rules as searchable.

Prohibited items include:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen property;
- tobacco and cigarette papers;
- vapes and e-cigarettes;
- fireworks;



- pornographic images;
- items suspected of being used to commit an offence;
- items suspected of being used to cause injury;
- items suspected of being used to damage property.

FP2 may also identify additional items, including mobile phones and other personal technology, as items that may be searched for in accordance with the school's rules.

Searches will be conducted lawfully, respectfully and proportionately.

Where reasonably practicable:

- the search will be conducted by an authorised member of staff of the same sex as the pupil;
- another member of staff will be present as a witness;
- the search will take place away from other pupils;
- the pupil will be informed why the search is necessary;
- the pupil will be given an opportunity to cooperate.

Where there is an urgent risk of serious harm, the usual arrangements may be modified in accordance with the law.

A member of staff may use reasonable force to search for legally prohibited items where the statutory conditions are met. Force cannot be used merely to search for an item that is prohibited only by school rules.

All searches for prohibited items will be recorded in the school's safeguarding/behaviour system.

Parents/carers will be informed of searches for prohibited items in accordance with the school's procedures.

14.1 Strip searches

School staff cannot conduct strip searches.

Where a police officer considers a strip search necessary, FP2 will advocate for the pupil's safety, dignity and wellbeing and will follow the applicable statutory procedures.

The school will seek to involve parents/carers and ensure an appropriate adult is available where required.

Any strip search involving a pupil will be recorded and reviewed for safeguarding implications.

15. Child-on-child abuse, sexual harassment and sexual violence

FP2 recognises that children can abuse other children.

Such behaviour will never be dismissed as:

- "banter";
- "just a joke";
- "part of growing up";
- "boys being boys";
- "girls being girls".



Child-on-child abuse may include:

- bullying;
- physical abuse;
- sexual violence;
- sexual harassment;
- abuse within intimate relationships;
- coercive or controlling behaviour;
- sharing sexual images;
- requesting sexual images;
- creating or altering sexual images;
- AI-generated sexual images;
- upskirting;
- initiation or hazing;
- discriminatory abuse;
- online abuse.

All allegations will be taken seriously.

Where safeguarding concerns arise, the Child Protection and Safeguarding Policy will take precedence.

The school will consider:

- immediate safety;
- the wishes and feelings of the victim;
- the needs of the alleged perpetrator;
- the needs of witnesses;
- whether separation is required;
- whether parents should be contacted;
- whether external agencies should be involved;
- whether police or children's social care involvement is appropriate.

16. Online behaviour, AI and technology

Behaviour expectations apply online as well as offline.

FP2 may take action where online behaviour:

- harms another pupil;
- threatens another pupil;
- constitutes bullying;
- creates safeguarding concerns;
- disrupts the school;
- affects relationships within school;
- damages the safety or wellbeing of the school community;
- affects the orderly running of the school;
- involves pupils identifiable as members of FP2.

This includes behaviour occurring outside school where there is a sufficient connection to the school or its pupils.



16.1 Artificial intelligence

Pupils must not use AI to:

- create harmful or abusive material;
- create sexualised images of children;
- impersonate another person;
- bully or harass;
- create discriminatory material;
- produce threats;
- spread misinformation intended to harm another person;
- bypass school safeguarding or filtering arrangements;
- cheat where this breaches academic expectations.

Particular care will be taken where AI-generated or manipulated images are sexual in nature. Such incidents will be considered both as behaviour and potential safeguarding matters.

17. Off-site behaviour

FP2 may apply sanctions for behaviour occurring:

- during school trips;
- during residential visits;
- while travelling to or from school;
- while wearing school uniform;
- while representing FP2;
- during school-organised activities;
- online where the behaviour affects the school community;
- in other circumstances where the behaviour has a sufficiently close connection to the school.

Sanctions will only be imposed where the school has lawful authority to do so.

The school will consider whether the behaviour:

- threatens another pupil;
- affects school safety;
- disrupts school operations;
- affects the school's ability to provide education;
- damages relationships within the school community;
- brings significant safeguarding implications.

Where off-site direction or managed arrangements are used, FP2 will follow the applicable statutory requirements and current exclusion/off-site guidance.

The statutory exclusion guidance was updated in July 2026, including changes reflecting the Children's Wellbeing and Schools Act 2026 concerning off-site direction.



18. Suspected criminal behaviour

Where behaviour may constitute a criminal offence, FP2 will:

1. ensure immediate safety;
2. preserve relevant evidence;
3. inform the DSL/headteacher as appropriate;
4. establish sufficient initial facts;
5. consider whether the police should be contacted;
6. cooperate with police investigations;
7. continue safeguarding and pastoral support;
8. consider school disciplinary action where lawful and appropriate.

The school will not attempt to conduct an investigation that could compromise a police investigation.

A safeguarding referral may also be required.

19. Restrictive interventions and reasonable force

FP2 recognises that restrictive interventions can have significant physical and psychological effects.

The school will therefore prioritise:

- prevention;
- positive relationships;
- early identification of triggers;
- de-escalation;
- environmental adjustments;
- communication;
- individual behaviour support plans;
- appropriate SEND support.

All members of school staff have the legal power to use reasonable force in limited circumstances, including to prevent a pupil:

- causing injury to themselves or others;
- committing a criminal offence;
- damaging property;
- causing disorder among pupils.

Reasonable force means using **no more force than is necessary and for the least amount of time necessary** in the circumstances.

Reasonable force must never be used as punishment.

Staff must not use force:

- to punish;
- in a way which restricts breathing or circulation;
- by applying pressure to the neck;
- by covering the mouth or nose;
- by applying pressure to the abdomen;
- unnecessarily while a pupil is on the ground.



The school does not operate a blanket "no contact" policy. Appropriate physical contact may sometimes be necessary to safeguard pupils.

Examples of ordinary appropriate contact can include:

Reasonable force must never be used as punishment.

- first aid;
- guiding a pupil;
- assisting a pupil to regulate;
- comforting a distressed pupil;
- supporting a pupil during PE;
- preventing immediate harm.

The new DfE guidance has applied from April 2026 and replaced the previous 2013 reasonable force guidance.

20. Seclusion and restraint

Seclusion is a **non-disciplinary safety intervention** and is distinct from removal from a classroom as a sanction.

Seclusion may only be used as a safety measure where:

- a pupil is experiencing significant emotional or behavioural dysregulation;
- there is an immediate risk of harm;
- other safer approaches are insufficient.

The pupil must:

- be supervised at all times;
- be in a safe environment;
- not be threatened with punishment;
- be released as soon as the immediate risk of harm has reduced.

Seclusion must never be used as a punishment.

From April 2026, schools must record seclusion and restraint incidents in accordance with the relevant regulations and guidance.

21. Detention and removal from classrooms

21.1 Detention

Detention may take place:

- during break;
- during lunchtime, allowing reasonable time for food, drink and toilet needs;
- after school;
- at other lawful times in accordance with current guidance.

Before setting an after-school detention, staff will consider:

- the pupil's safety;
- travel arrangements;
- caring responsibilities;



- medical appointments;
- SEND;
- other relevant individual circumstances.

Parents do not necessarily need advance notice of an after-school detention where the pupil can safely get home, although FP2 may choose to inform parents as part of its normal communication arrangements.

21.2 Removal from the classroom

A pupil may be removed from a classroom where this is necessary to:

- maintain safety;
- restore an orderly learning environment;
- respond to serious or persistent disruption;
- allow education to continue in an alternative supervised environment.
- Removal is a disciplinary measure and is different from seclusion.
- The pupil will continue to receive appropriate educational work.
- The pupil should return to the classroom as soon as this is safe and appropriate.
- Parents/carers will normally be informed on the same day.
- Repeated removal will trigger a review of the pupil's needs and support.

22. Suspension and permanent exclusion

Suspension and permanent exclusion are serious measures.

FP2 will follow the current DfE statutory guidance on suspension and permanent exclusion.

The current statutory guidance was updated on 26 July 2026 and includes changes associated with the Children's Wellbeing and Schools Act 2026.

A pupil may be suspended or permanently excluded where:

- there has been serious misbehaviour;
- behaviour represents a significant risk to others;
- there has been persistent serious disruption;
- other interventions have not secured improvement;
- the behaviour warrants exclusion as a last resort.

The decision will be made in accordance with statutory requirements.

The school will consider:

- the seriousness of the incident;
- safeguarding;
- SEND;
- disability;
- the pupil's circumstances;
- previous interventions;
- proportionality;
- equality duties;
- the impact on other pupils and staff.



Permanent exclusion will only be used where permitted and appropriate under statutory guidance.

23. SEND, disability and behaviour

FP2 recognises that SEND and disability can affect behaviour.

This may include:

- communication difficulties;
- autism;
- ADHD;
- sensory processing differences;
- speech and language difficulties;
- learning difficulties;
- emotional regulation difficulties;
- physical or medical needs.

The school will consider whether behaviour may be connected to SEND.

Staff will seek to identify:

- triggers;
- communication barriers;
- sensory overload;
- changes in routine;
- anxiety;
- unmet needs;
- environmental factors.

The school will consider reasonable adjustments under the Equality Act 2010.

Examples include:

- movement breaks;
- adapted instructions;
- visual prompts;
- altered seating;
- sensory regulation opportunities;
- adapted uniform requirements where necessary;
- additional processing time;
- communication aids;
- access to a regulated space;
- personalised behaviour support.

A pupil with SEND is not automatically exempt from consequences.

However, where a pupil was unable to understand an expectation or unable to act differently because of their disability or SEND, the school will carefully consider whether a sanction is appropriate and whether reasonable adjustments are required.



24. Supporting pupils following sanctions

Sanctions are intended to teach and improve behaviour rather than simply punish.

Following a significant sanction, the school may provide:

- a restorative conversation;
- reflection;
- reintegration meeting;
- pastoral support;
- behaviour goals;
- daily check-ins;
- behaviour monitoring;
- family support;
- a behaviour support plan;
- SEND assessment;
- external agency support.

The school will aim to repair relationships following incidents.

Pupils should be given an opportunity to make a fresh start.

25. Attendance and behaviour

FP2 recognises that regular attendance is fundamental to learning, safeguarding and wellbeing.

The school will:

- monitor attendance and punctuality;
- identify emerging attendance concerns;
- work with families;
- identify barriers;
- consider SEND, health and wellbeing;
- use appropriate support;
- escalate concerns in accordance with statutory attendance requirements.

Attendance difficulties will not be treated simply as a behaviour problem where there is evidence of an underlying barrier.

Where behaviour, attendance and safeguarding concerns overlap, the school will coordinate its response.

FP2 will follow Working Together to Improve School Attendance and current local authority attendance procedures.

26. Pupil transition

26.1 New pupils

New pupils will receive an induction covering:

- behaviour expectations;
- routines;
- sanctions;
- rewards;
- safeguarding;



- reporting concerns;
- mobile phone expectations;
- online behaviour;
- support available.

Mid-year arrivals will receive additional support where necessary.

26.2 Transition within and beyond FP2

Relevant behaviour and safeguarding information will be transferred lawfully and securely to staff who need it.

Where a pupil has identified safeguarding risks, relevant information will be shared with the receiving setting in accordance with KCSIE, safeguarding procedures and the new information-sharing framework.

KCSIE 2026 places increased emphasis on appropriate safeguarding information transfer between educational settings

27. Staff training and support

Staff will receive appropriate training in:

28. Attendance and behaviour

- monitor attendance and punctuality;
- identify emerging attendance concerns;
- work with families;
- identify barriers;
- consider SEND, health and wellbeing;
- use appropriate support;
- escalate concerns in accordance with statutory attendance requirements.
- the behaviour policy;
- behaviour routines;
- de-escalation;
- positive behaviour management;
- safeguarding;
- child-on-child abuse;
- sexual harassment;
- bullying;
- online safety;
- AI-related risks;
- SEND;
- equality and discrimination;
- restrictive interventions;
- reasonable force;
- recording and reporting requirements;
- mobile phone procedures;
- searching and confiscation;
- attendance and behaviour;
- trauma-informed approaches where appropriate.

Staff who may need to use reasonable force or other restrictive interventions will receive appropriate training based on the school's risk assessment and individual context.



The April 2026 DfE guidance specifically emphasises prevention, de-escalation, staff training, SEND considerations and analysis of restrictive intervention data.

Staff involved in significant incidents will be supported through appropriate debriefing.

The wellbeing of staff is an important part of maintaining a safe behaviour culture.

29. Parents and carers

FP2 will seek to work in partnership with parents and carers.

Communication may include:

- telephone calls;
- emails;
- meetings;
- written notifications;
- behaviour reports;
- pastoral meetings;
- safeguarding meetings;
- support planning.

Parents will be contacted when:

- behaviour is serious;
- behaviour is persistent;
- a significant sanction is applied;
- a pupil is removed from class;
- a prohibited item is found;
- a safeguarding concern arises;
- a restrictive intervention has been used where notification is required;
- a pattern of behaviour requires additional support.

Parents are expected to communicate respectfully with staff.

Where a parent or carer behaves abusively, threateningly or harassingly towards staff, the school may take proportionate action under its complaints, safeguarding, staff wellbeing or premises procedures.

30. Pupil voice and participation

Pupils will be given appropriate opportunities to contribute to the school's behaviour culture.

This may include:

- pupil surveys;
- school council;
- focus groups;
- discussions with pastoral staff;
- feedback following incidents;
- consultation on routines;
- feedback on rewards and sanctions.



Pupil views will be considered alongside safeguarding, legal and operational requirements.

31. Monitoring, evaluation and equality

FP2 will collect and analyse behaviour data, including:

- behaviour incidents;
- bullying;
- discriminatory incidents;
- sexual harassment;
- removal from classrooms;
- detentions;
- suspensions;
- permanent exclusions;
- attendance;
- searches;
- confiscations;
- restrictive interventions;
- seclusion;
- restraint;
- behaviour support plans;
- complaints concerning behaviour;
- pupil and parent perceptions.

Data will be considered by:

- year group;
- age;
- pupil characteristics;
- SEND status;
- protected characteristics;
- individual staff member where appropriate;
- location;
- time of day;
- day of week;
- term;
- type of incident;
- sanction applied.

The school will monitor for disproportionate impact.

Where disparities are identified, leaders will consider:

- whether the policy is being applied consistently;
- whether reasonable adjustments are required;
- whether staff training is required;
- whether environmental factors are contributing;
- whether pupils require additional support.

The Equality Act 2010 will be considered throughout.



32. Complaints

Parents and carers who have concerns about behaviour management should initially contact the relevant member of staff or senior leader.

If the concern cannot be resolved, the school's Complaints Policy should be followed.

Complaints concerning safeguarding will be managed in accordance with the Child Protection and Safeguarding Policy.

Complaints concerning reasonable force or restrictive intervention will be investigated in accordance with the school's relevant procedure and current DfE guidance.

33. Related policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy;
- Anti-Bullying Policy/Strategy;
- SEND Policy;
- Attendance Policy;
- Exclusions Policy;
- Restrictive Interventions Policy;
- Mobile Phone Policy;
- Online Safety Policy;
- Acceptable Use Policy;
- AI Policy;
- Equality Policy;
- Complaints Policy;
- Staff Code of Conduct;
- Whistleblowing Policy;
- Health and Safety Policy;
- Medical Conditions Policy;
- Supporting Pupils with Medical Conditions Policy;
- Educational Visits Policy;
- Drugs and Substance Misuse Policy;
- Uniform Policy;
- Pastoral/Social Emotional and Mental Health procedures.

34. Review

This policy will be reviewed at least annually.

It will also be reviewed sooner where:

- legislation changes;
- statutory guidance changes;
- safeguarding arrangements change;
- monitoring identifies concerns;
- behaviour data identifies disproportionate impact;
- significant incidents identify a need for amendment.



FP2 BEHAVIOUR POLICY

Date reviewed:
Next review date:

September 2026
September 2027

Approved by Governors: 1st October 2026

Signed:

WILL KEDDIE
Headteacher

Signed:

Michelle Porter
Chair of Governors

Written by Andy Ditch
Deputy Headteacher