



BEHAVIOUR MANAGEMENT AND DISCIPLINE POLICY (including exclusions)

This policy includes the Early Years Foundation Stage (EYFS)

Last review: August 2023/^{7th} January 2025/^{9th} August 2025

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Policy Updated: (Appendix 1 added 16.12.24)

Policy to be reviewed: ^{8th} August 2026/August 2025

The Deputy Head, Mrs Catherine Ralph, is responsible for all matters concerning behaviour and discipline, supported by [Miss Jessie Watkins](#)~~Mrs Lizzie Hairsine~~, who is the named practitioner responsible for the implementation of this policy in the Early Years Foundation Stage setting. Overseen by the Headteacher, Ms Kara Lebian.

We believe that one of the chief strengths of our School is the ~~cheerful,~~ positive, ~~and~~ supportive learning environment, where every child is valued as an individual, and where the happiness of each child is of utmost importance. We believe that our consistent commitment to positive behaviour management plays an integral part in this.

Introduction

[This policy has regard for:](#)

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- [The Equality Act 2010 \(including reasonable adjustments for pupils with SEND\)](#)
- [Keeping Children Safe in Education 2025 statutory guidance \(effective 1 September 2025\)](#)
- [DfE guidance on Searching, Screening and Confiscation \(July 2022\)](#)
- [DfE revised statutory guidance on Use of Reasonable Force and Restrictive Intervention \(effective 1 September 2025\)](#)
- [DfE statutory guidance on Relationships, Sex and Health Education \(RSHE, revised 2024, statutory from 1 September 2026\)](#)

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[St Wystan's is committed to ensuring a safe, respectful and supportive environment, with safeguarding embedded in all behaviour expectations.](#)

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At St Wystan's School we recognise that all members of the ~~Ss~~ school community have rights, but with these come responsibilities:

- It is the School's aim to ensure that all children share a common educational experience within the bounds of acceptable behaviour;
- We endeavour to create an ethos based on tolerance and mutual respect, which is conducive to the learning and social development of all children;
- The purpose of the policy is to state clearly what our expectations are, and how we will deal with inappropriate behaviour at School.

This policy needs to be continuously evaluated to ensure we are meeting the high standards that we set ourselves. ~~The policy has regard for the Equality Act 2010, including issues related to pupils with special educational needs or disabilities and reasonable adjustments are made for these pupils.~~ ~~W~~We believe that all children and adults have the right to work in a supportive, caring environment in which pupils feel safe and free from bullying and harassment; please see Anti-bBullying inc. Cyber Policy. As part of supporting our pupils, we ensure that pupils can understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.

The purpose of this policy is to:

- Create an environment that is conducive to achieving the aims of the School;
- Provide clearly defined boundaries that are easily understood by children, staff and parents;
- Aid all staff in the management of behaviour;
- Ensure high standards of behaviour are promoted and maintained.

St Wystan's School encourages outstanding behaviour at all times. It is the responsibility of staff, parents and the children to ensure that all pupils act respectfully and appropriately, showing awareness of acceptable and unacceptable behaviour. These behaviour expectations are in place during school time, during trips out and in pre-school and after-school care. In addition, it is expected that children will continue their good behaviour out of school hours, if wearing their school uniform.

In formulating our Behaviour Policy, we first define the terms '*behaviour*' and '*discipline*'. Good *behaviour* is conduct that assists the school to fulfil its function. *Discipline* is the system of rules for good behaviour that aims to develop self-discipline in pupils and creates the conditions for an orderly community in which effective learning can take place. Discipline is the system and ethos, therefore, which aims to cultivate in pupils an acceptance and recognition of responsibility for their own decisions and actions together with the consequences.

Aims

Our aim is that through this policy we motivate children to:

- be kind and behave well;
- obey the school rules;
- work hard;
- treat all members of the community with respect and
- show self-respect.

We aim to promote the development of a 'Growth Mindset', whereby all pupils, parents and staff identify and praise the merits of effort, hard work, perseverance and resilience. Our desire for our pupils to think positively and pro-actively about their behaviour is supported through explicit teaching of our Habits 4 Learning.

It is an aim of our School that every member of the School community feels valued and respected, and that each person is treated kindly and fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our School behaviour policy is therefore designed to support the way in which all members of the School can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

We believe that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. To this end, we encourage all members of the School to consider the feelings of others, accept personal responsibility for their actions, and treat all property with due care, irrespective of its ownership. We do not accept negative behaviour, such as bullying, insensitivity, bad language, vandalism or theft, which undermines these aims. This policy is a statement of good practice that covers all aspects of the School, contributing to the development and maintenance of good behaviour and a positive ethos. All members of the School are expected to help maintain a caring atmosphere, conducive to learning, with courtesy and mutual respect as basic requirements.

Behaviour Expectations

In order to promote good behaviour, we promote the following values:

We expect children to:

1. Treat others as they would like to be treated
2. Listen and follow instructions first time
3. Do their best, taking pride in themselves and their work
4. Have respect for each other and the school
5. Be polite, kind and helpful
6. Walk quietly and sensibly around school
7. Be honest and forgiving

These values are based on respect, accountability and concern for others. We feel they promote a sense of community and collective responsibility within the School. In having rules, we hope to ensure the health and safety of the children whilst providing a happy and stable environment for staff and pupils. We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles for guiding the management of behaviour exist within the programme for supporting personal, social and emotional development.

Expectations of good behaviour are high, and the children should not fear recrimination for telling the truth. A mutual feeling of trust is implicit. It is our intention to promote good behaviour as a priority, encouraging restorative justice and open communication, wherever possible, and using sanctions only where absolutely necessary. This policy reflects the School's stated aim of enabling all its pupils to develop habits of self-discipline and the attributes of a good citizen. It reinforces the values and expectations that are published in classrooms. We believe that good academic habits and self-discipline are developed and demonstrated by people who have high self-esteem. Whenever possible desirable behaviour and effort should not be taken for granted but responded to and acknowledged when witnessed by teachers.

The ethos of our School is such that all who come here are valued as individuals in their own right.

Children are given clear guidance as to what is, and is not, acceptable behaviour, so that they can develop their own moral code. It is important that each person is treated fairly and is shown respect by other children and adults. We expect all members of our school – children, parents, ~~and staff~~, volunteers, and visitors— to keep to the guidelines, requiring these to be applied consistently. All staff play an important role in promoting good behaviour.

Inherent in the ethos of the School is respect for the individual person. Important to us all is the manner in which we relate and speak to pupils and to one another, each day. Encouragement and support should be seen as the basis for developing acceptable behaviour within the School. Staff should never use sarcasm, ridicule or persistent criticism in an attempt to correct inappropriate work, actions or language. Positive reinforcement of good behaviour is infinitely preferable to negative responses to bad. Children will know that sanctions are applied justly and in a consistent manner. Distinction will be made between serious and minor offences. The best way to encourage good behaviour is to have a clear and consistent code of conduct, backed by a balance of rewards and sanctions within a positive community atmosphere. We never accept: bullying, racism, sexism, discrimination or violence.

Behaviour in Lessons:

We expect:

- all children to arrive promptly at the start of lessons;
- all children to work sensibly in lessons to the best of their ability;
- all children to cooperate with their peers and class teacher or member of staff;
- all children to complete homework on time and to the best of their ability.

Parents can expect:

- regular communication, where issues of performance, well-being, and behaviour in the classroom will be discussed;
- communication from school if their child's behaviour is causing concern and it would be helpful to share these concerns with parents;
- children to be praised for such things as, good work, ~~and~~ effort, determination, and showing kindness;
- that if a child continues to be disruptive, they will be dealt with according to the school's behaviour management system.

Behaviour in the Playground and Grounds:

We expect:

- all children to be able to play peacefully and safely;
- all children to be able to follow the guidelines in the basic behaviour parameters set out above;
- no child to behave violently, or to bully others in any way.

Parents can expect:

- playgrounds to be supervised by members of staff at breaktimes and lunchtimes;
- communication from school if their child is finding it difficult to play safely or is disrupting other children's play;
- that if a child causes persistent problems, they will be dealt with according to the school's behaviour management system.

Behaviour at Lunchtime:

We expect:

- all children to follow the guidelines in the basic behaviour parameters;
- all children to follow the routines in the dining room respectfully, safely and peacefully;
- all children to show good table manners and courtesy to others on their table and around them.

Parents can expect:

- lunchtimes to be supervised by members of staff;
- sanctions and reward systems to be operated consistently by staff supervising lunch;
- supervisory staff to discuss children's behaviour with their class teacher, where necessary;
- that if a child causes persistent problems, they will be dealt with according to the school's behaviour management system.

Behaviour online and outside School

The way in which pupils relate to one another online or outside school can have a significant impact on the culture at School. Negative interactions online and outside School can damage our culture and can lead to School feeling like an unsafe place. Behaviour issues online and outside School can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. At SWS, we are clear that even though the online space and outside environments differ in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity, both inside and out of school. Inappropriate online behaviour, outside School, including bullying, the use of inappropriate language or the soliciting and sharing of inappropriate images and videos, will be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the Designated Safeguarding Lead (or Deputy) when an incident raises a safeguarding concern.

Violence and Bullying:

We expect that:

- there will be no physical violence between any members of the School community;
- verbal bullying will be treated as seriously as physical violence;
- persistent teasing will be treated seriously;
- nobody at school will by their actions distress other members of the School community;
- all children will move about the school and its grounds safely;
- all children will maintain good standards of behaviour on their way to and from School and when representing the school on trips or at matches.

Parents can expect that:

- they will be informed if their child is a victim of violence or bullying;
- they will be informed if their child is being violent or is victimising others;
- there will be a full investigation of any serious incident, and all those involved will be informed of the outcome;
- a meeting will be arranged to discuss any parental concerns;
- all incidents of violence and/or bullying [see Anti-Bullying Policy] will be dealt with according to the hierarchy of behaviour management.

In line with KCSIE 2025, we will treat incidents of **child-on-child abuse**, including online abuse, prejudice-based bullying, and discriminatory behaviour, with the same seriousness as other safeguarding concerns.

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Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

At SWS, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. When assessing poor behaviour, staff at SWS take into account any SEND needs of a pupil and consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. In considering this, we ascertain whether the pupil understood the rule or instruction and whether the pupil was unable to act differently at this time as a result of their SEND. We also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. We will always try to seek and understand the underlying causes of behaviour and whether additional support is needed. When assessing sanctions for pupils with SEND, we will take into account the welfare of the other pupils in our School, and act accordingly, to ensure the safety and wellbeing of the whole School.

When restrictive intervention or reasonable force is used with a pupil with SEND, this will be recorded and reported to parents/carers on the same day where possible (statutory requirement from September 2025).

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Staff Training and Induction:

All staff undertake a full induction when employed by St Wystan's School which includes expectations regarding behaviour and the supervision of children.

- The use or threat of corporal punishment is not permitted;
- The use of physical intervention is permitted, only under circumstances when there is a need to avert immediate danger of personal injury;
- Our record of low-level behaviour concerns is discussed and recorded weekly on the Pastoral Notes – these are available for all academic and supervisory staff to view;
- All sanctions imposed for more serious misbehaviour are recorded in the Concerns' Log. This includes the pupil's name, year group, nature and date of the incident and sanction imposed. The record is kept centrally by the Deputy Head and is accessible to all academic staff, to enable the identification of patterns;
- The requirement to inform parents on the same day of any serious incident, or as soon as reasonably possible thereafter.

It is appreciated that there will be variations in staff acceptance and tolerance of pupils' behaviour in class, depending on the nature of the class and content of the lessons; however, behaviour that does not allow constructive teaching and learning is unacceptable. All staff have a duty to ensure that disruption is not tolerated. Through regular discussions at staff meetings the school endeavours to ensure that staff apply all standards fairly and consistently.

Monitoring and Evaluation:

This policy will be monitored regularly through staff meetings, briefings, and Senior Leadership Team Meetings (SLT) to determine whether there are any areas of concern which might necessitate changes in the way we approach a particular aspect of behaviour management. This policy pays heed to the

following policy documents:

- Anti-Bullying;
- Safeguarding Policy;
- E-Safety Policy;
- IT Acceptable Use Policy.

The School Environment:

We are well aware of the impact of the School environment on the behaviour of our children. If we are to raise self-esteem and demonstrate the value of each individual member of our school, then we must make sure that this is reflected in the appearance of the school. Pupils will be encouraged to accept a shared responsibility for keeping the school clean, tidy and welcoming.

House System

St Wystan's House System is an integral part of the School, providing the opportunity for pupils to mix with peers from younger and older year groups, encouraging team-work and cooperation. Friendly competition is also good for collegiality and this system develops an added sense of belonging by dividing the school into smaller groups.

There are four Houses: Puffin, Eagle, Falcon and Osprey. Each child is assigned to a House upon entry to the school. Each House has a Form 6 House Captain. Each House has a designated member of staff who is House Leader and teachers are assigned to support a house. The Deputy Head has overall responsibility for the House System. There are regular House meetings/assemblies, as well as competitions in areas such as music and sport. The weekly house points are totalled, and end of term token count allows children the chance to compete for their houses.

Rewards and Sanctions at St Wystan's School

From September 2025, we will refer to rewards as 'celebrations' and sanctions as 'reflections'

At SWS, rewards and sanctions are appropriate and not out of proportion. There will be appropriate rewards (such as house points) for positive behaviour and low stake deterrents (such as verbal warnings, missing short periods of playtime) for poor behaviour. At no point, will sanctions be degrading or severe in nature.

Rewards/Celebrations at St Wystan's

The School acknowledges all the efforts and achievements of children, both in and out of School. Children are given the opportunity to take on responsibility throughout the year. Children's successes in all areas e.g. academic, personal, artistic, sporting etc. are celebrated in our Celebration Assembly. Our main focus is on praise and rewards, which are fundamental to our behaviour system. Staff will look for opportunities to praise good behaviour in every child every day.

House Points

These can be gained for numerous reasons including hard work, effort or behaviour and success in representing the School. Children record these on an individual basis, resulting in collective weekly totals for all Houses (Eagle, Puffin, Osprey and Falcon). The four House totals are shared in our Celebration Assembly on Friday.

House Tokens

These are given on a spontaneous basis by any member of staff to a child demonstrating behaviour that goes above and beyond our school rules. These are placed in the box in the Entrance Hall and added to the House total every week.

Excellent Work

Pupils who produce outstanding work, in any area of the curriculum, are invited to share their work with either the Headteacher or Deputy Headteacher. Following this presentation, pupils will often receive a sticker or a note home in their planner or reading record.

Special Mentions

These are awarded each week to pupils who have been recognised by their class teacher for a specific academic or pastoral achievement. The pupils are awarded a certificate in our Celebration Assembly on Friday and their name goes onto the School newsletter.

Golden Time

To celebrate the hard work, achievement and excellence shown by all pupils throughout a week, children will be given a half hour of Golden Time on Friday. This is 'free time' for children to pick an activity of their choosing. At the teacher's discretion, older pupils may not have Golden Time.

The Golden ~~Book~~ Cup

This is seen as the highest honour in each half term. Each half term, the class teacher chooses someone who will receive the Golden Cup and write their name in the Golden Book. The children are made aware of the reasons for the choice and these are usually linked to positive behaviour.

Sanctions/Reflections at St Wystan's:

Restorative Practice at St Wystan's

Restorative practice is a way of working with conflict, that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution, that includes all the parties involved.

Restorative practice is seen, by some, as a 'soft' option, but we believe that taking responsibility is hard and our trial, using restorative practice in our School, has revealed that restorative conversations have proven effective in preventing recurrence of conflict.

Following conflict or incident, restorative conversations allow the harmed party to participate in the process they are central to, have their say, be involved in coming to a solution and feel less anxious by being part of the process of restoration; the harmer has an opportunity to learn about the harm they have caused, explain what has happened, have an opportunity to apologise and attempt to repair the harm caused.

Our staff have been trained in how to have effective restorative conversations and our pupils have had information in assembly and in class, about the benefits and process of restorative practice.

Following restorative conversations, a four-part apology, guided by staff, will be used, should it be appropriate.

At times, it is appropriate to use a sanction, if recurrence of poor behaviour continues even after restorative conversations.

With high behaviour expectations that all staff instil in the children, the use of sanctions:

- follows the ethos of the School;
- are carried out fairly;
- have a consistent approach;
- are recorded in the 'Concerns' Log';
- are monitored by the Deputy Head.

Initially children are given a warning for behaviour that is deemed to fall short of St Wystan's behaviour expectations. Staff will always make sure the child is made aware if their current behaviour is falling short of expectations and how to rectify this.

We use a dot system to give warnings in the classroom. If a child's behaviour falls short of expectations, they will be given a dot card with three dots. Dots will be removed as poor behaviour continues. If the pupil runs out of dots, then a sanction will be given. In order for sanctions to be effective, staff have autonomy over these sanctions, and these will always be low stakes in nature, for example, missing a short part of breaktime or writing a letter of apology. A restorative conversation may happen at any stage of this process.

The consequences of any misbehaviour should be logically related. Under no circumstances is it an appropriate response to discipline a whole group for the misdemeanours of an individual. However, it is desirable to encourage children to care about good class behaviour. This contributes to community building and fosters pride in the School.

Removing a pupil from the classroom will only be used when all other sanctions have been exhausted. If a pupil leaves the classroom, they should not do so alone, and should be removed into the care of a Teaching Assistant, Deputy Headteacher or Headteacher. The aim should be for the child to have the space to calm down and return to the classroom as soon as possible.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. Disciplinary action should be appropriate to the misdemeanour and should take place as quickly as possible.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. In our School, we aim to establish these boundaries in a way that helps the child develop a sense of the significance of his or her own behaviour. This is in line with restorative practice.

- Unacceptable behaviour is dealt with firmly whilst leaving the inner self of the child untouched, i.e. by avoiding sarcasm or words that might humiliate the child.
- Amongst older children, normal sanctions include: verbal reprimands, loss of rewards / favoured activities / playtimes, etc.
- Major breaches of discipline (physical assault, deliberate damage to property, verbal abuse, persistent disruptive behaviour, etc) are dealt with firmly by the Headteacher.

In rare cases, letters and phone-calls are made to parents and parents may be asked to temporarily or permanently withdraw their child if the child's behaviour is placing either themselves or others at risk.

De-escalation of behaviour

De-escalation refers to the process of diffusing conflicts, as they begin, to prevent them from getting worse or potentially violent. Staff at St Wystan's School have been trained in de-escalation techniques, as well as the key behaviour triggers, which might lead to an escalation in poor behaviour. Staff will

employ these techniques whenever there is a potential for small incidents to become more serious in nature.

De-escalation, Restraint and Use of Reasonable Force

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At SWS, we would always use de-escalation techniques, as our primary method for keeping children safe, however in extremely rare cases, it might be necessary to use reasonable force.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit. When can reasonable force be used?
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. **2Section 93, Education and Inspections Act 2006 4**

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The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and

- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment

From 1 September 2025, any significant incident involving the use of reasonable force or other restrictive intervention will be:

- Recorded in the School's Restrictive Intervention Log
- Reported to parents/carers on the same day, or as soon as reasonably practicable
- Reviewed by the Headteacher or Deputy Head to ensure proportionality, necessity and consideration of pupil needs

When considering the use of reasonable force, staff will:

- Use de-escalation as a first approach
- Take into account any known SEND, disabilities or vulnerabilities
- Ensure the minimum necessary force is applied for the shortest possible time
- Follow up with restorative and supportive measures for all pupils involved

Levels of Behaviour Management at SWS

Level 1

At this low level, one member of staff is dealing with an incident that has happened in isolation, or with a minor concern expressed by the parent.

Verbal Warnings

For the first instance of inappropriate behaviour, a child will receive a verbal warning via the dot system from a member of staff. They will also be reminded of the School expectations and how their behaviour was not in line with these.

Time to Reflect

If children have not responded to a verbal warning and inappropriate behaviour persists, they will be asked to reflect on their behaviour and how they can make better choices to improve this. This may be during playtime.

Level 2

At this level, we are concerned that a child's attitude and behaviour is not responding to any of the approaches taken at Level 1, and that there is persistent inappropriate behaviour reported by other staff.

- The child will typically not have responded to any action taken at Level 1 and their behaviour will have come to the attention of several adults in School;
- The teachers will now be keeping a log of inappropriate behaviour. These notes are to provide evidence of incidents. In addition, more serious incidents should be recorded in the Stage 1 Concerns Log, detailing the date, action taken, who else was involved and whether the action taken was effective;

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- Sanctions should be used, including talking to the child as at Level 1, other teachers talking to the child, time out of the classroom, letters of apology, reports to the Deputy Headteacher, completing work during breaks and lunchtime, withdrawal from breaks and/or lunchtime loss of Golden Time;
- Behaviour logs should also be kept, if this is felt to be appropriate, as a means of formally recording behaviour over a period of time.
- Children who display persistently poor behaviour may be screened by the SENDCo in discussion with the form teacher. This will provide an opportunity to rule out any potential causes, such as hearing problems;
- Incidents at Level 2 will begin to involve the Deputy Headteacher, although it will still be the form teacher in the main who takes the necessary actions and holds discussions with parents;
- During discussions with parents, the School's relevant strategies will be outlined, the parents will be asked about behaviour at home and any reasons that they can think of for the child's inappropriate behaviour;
- These parent discussions will be monitored and if a child reaches this stage of sanction, three or more times in a half term, this will lead to level 3.

Level 3

Persistent Unacceptable Behaviour

- All the support and sanctions at Levels 1 and 2 will have been used and full discussions will have taken place between the child's parents and the Form Teacher. The Deputy Headteacher will now hold more formal discussions with the parents, with an outline of the intended action plan, including a review date, involving the parents;
- The child will be placed on a Report Card in which all relevant staff will comment on behaviour and effort during the lesson and at break and lunchtimes. Staff will comment on the card;
- All staff will receive weekly updates on the child's progress and the Deputy Headteacher will be updated on a daily basis;
- The card will be taken home daily, for parents asked to sign and comment where applicable;
- A child will usually be on a report card for two weeks. If their behaviour improves, they will no longer be on a report card and moved back down the hierarchy of behaviour management.

If the above sanctions have not led to an improvement of inappropriate behaviour, the following actions may be taken.

Level 4

- All action and discussion occurring at the previous levels will have been ineffective despite the support of the parents. No change in behaviour will have occurred and the pupil will be displaying increasingly disruptive difficult behaviour, both in the classroom and/or at breaks and/or lunchtime;
- The pupil will have a meeting with the Head and Deputy Headteacher to discuss their behaviour. The Deputy Headteacher or Headteacher will again contact the parents to warn of the continued behaviour pattern and the potential impending suspension.

Level 5

At this stage the child's behaviour will be extremely difficult to manage and exclusion may be a possibility.

Suspension

If warranted by the circumstances, a child may be temporarily suspended. Suspension means that a child is not permitted to come to School. The length of the suspension depends on the offence. Parents will attend the School to discuss the matter with the Headteacher before the child is re-admitted to School. There is no right of appeal against a suspension.

Permanent Exclusion

In extreme cases, a child may be permanently excluded, or parents may be asked to withdraw their child from the School. This is the Headteacher's decision, after consultation with the Chair of Governors. In such instances, there is an appeals procedure. Parents wishing to appeal against the permanent exclusion of their child should write to the Chair of Governors within 2 working days of the exclusion, setting out the reasons for the appeal. The Chair of Governors will acknowledge receipt of the appeal and organise a panel hearing at a mutually convenient time and date; as early as is practicable and normally within 10 working days of the receipt of the request. The decision of the Appeal Hearing is final.

Exceptional Circumstances

It is accepted that there may be occasions when a pupil's inappropriate behaviour may make it necessary to diverge from the above course of actions and move straight to Level 5. Whilst endeavouring to be consistent, all staff recognise that each pupil is an individual and different disciplinary measures will be either more or less effective with different pupils. Consideration will be given to pupils with special educational needs or disabilities and reasonable adjustments made for them. Pupils with behaviour difficulties may have an individual behaviour plan, which sets out achievable targets for them. These targets are established through discussion with a pupil's class teacher, parents and the schools SENCO. The strategies and targets outlined in a child's individual behaviour plan will be communicated to other members of staff to ensure consistency in approach.

A child found to have made malicious allegations against a member of staff will immediately be escalated to Level 4/5 and immediate contact made with the parents and where applicable, inter agencies. An investigation will be undertaken as outlined in the Safeguarding Policy.

Supporting a pupil following a sanction

Sanctions at SWS are given to allow our pupils to learn from their mistakes. They are not intended to have long lasting effects. It is our aim to support any pupil receiving a sanction, helping them to understand where they went wrong and encouraging them to make the right choices in the future. By communicating with parents, we always ensure a supportive team approach and, we will always consider any factors effecting a pupil's well-being.

Mobile phones

Pupils are not allowed to have mobile phones onsite at St Wystan's School.

Searching, screening and confiscation

St Wystan's School acknowledges that pupils are unlikely to bring prohibited items into School. However, should a prohibited item be suspected or confirmed as being present at School, the following guidance will be observed.

The following has been written in line with the D of E's guidance published in July 2022. Using searching, screening and confiscation appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Before

screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. Only the Headteacher, or a member of staff authorised by the Headteacher, can carry out a search.

The Headteacher, and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

In line with KCSIE 2025, the Designated Safeguarding Lead (DSL) or Deputy will be informed of any search where prohibited items are suspected or found, and will assess any safeguarding risks.

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The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks;
- pornographic images

When undergoing searches, we will consider the age, and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability

The Headteacher will oversee the School's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The designated safeguarding lead (or deputy) will be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

At any point before, during or after the search process, the 'Searching, Screening and Confiscation Advice for Schools, July 2022' published by the D of E, may be consulted.

RSHE and Behaviour

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While the revised RSHE guidance does not become statutory until September 2026, SWS will:

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- [Maintain transparency with parents about RSHE curriculum content](#)
- [Publish the RSHE policy on the school website](#)
- [Engage in parental consultation before introducing significant changes](#)
- [Ensure RSHE provision supports pupils' understanding of respectful relationships, online safety, and acceptable behaviour](#)

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Appendix 1

Bites in school

Biting

Biting is a natural developmental stage that many children go through. It is usually a temporary stage that is most common between thirteen and twenty-four months of age and is part of the natural exploration of a child of this age. We recognise that children bite for different reasons, for example due to frustration, anger or because of a special educational need.

Children with SEND

At St Wystan's, we recognise that pupils with SEND may be at different stages of development to their peers, and that they may also express their emotions and needs in a different way. Biting could be a form of communication. At St Wystan's we will implement reasonable adjustments for a pupil who bites, in order to keep staff and pupils safe. Adjustments will be discussed with the class teacher and the SENDCo, and appropriate measures put into place.

Biting of pupils and staff

We recognise how upset parents/carers may be when they learn their child has been bitten. Should a bite take place, the parents of the pupil who has been bitten will be informed immediately. The behaviour policy will be followed, and a decision made, as to whether the pupil who has bitten should be temporarily excluded. A meeting will be held with the parents regarding the incident to discuss triggers, behaviour management and consequences, which will be in line with the School behaviour policy.

Author	Catherine Ralph		
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Date of Next Review	August 2025 8 th August 2026		
Governing Body Approval		Signed/Dated	
Website/App		ISI	
Staff Handbook		Parent Handbook	

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