



LONG CRENDON SCHOOL

the place to grow

Behaviour and antibullying policy

Long Crendon School

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1. Aims

This policy aims to:

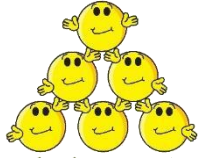





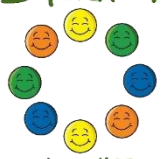


- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations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

2. Our principles

At the heart of our policy is our vision:

The Place to Grow

Alongside our values:

 <p>Unity</p> <p>#stickingtogether</p>	 <p>Respect</p> <p>#giveittogetit</p>	 <p>Resilience</p> <p>#bounceback</p>
 <p>Kindness</p> <p>#maketheirday</p>	 <p>Honesty</p> <p>#bestpolicy</p>	 <p>Friendship</p> <p>#youarenotalone</p>
 <p>Equality</p> <p>#samebutdifferent</p>	 <p>Enthusiasm</p> <p>#eagerbeaver</p>	 <p>Courage</p> <p>#youvegotthis</p>

As well as our three core principles:

- **Compassion:** Our entire behaviour management approach is built on the simple fact that we care about all of our children
- **Consistency:** Adults display consistency in our approach and children's behaviour
- **Consequence:** All actions have logical consequences: our approach to managing behaviour reflects this

And our three simple rules:

Be Ready
Be Respectful
Be Safe

3. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Theoretical underpinnings

At Long Crendon School, our approach to behaviour is guided by our vision, "The Place to Grow," and is anchored in two foundational pillars: the relational philosophy of Paul Dix and the therapeutic framework of Norfolk Steps. We believe that children thrive in a culture of visible consistency, where adult behaviour serves as the primary lever for positive change and where every interaction is an opportunity for learning.

By combining Dix's focus on relational depth and giving first attention to best conduct with the Norfolk Steps commitment to therapeutic thinking, treating behaviour as a form of communication, we have established a policy built on three core principles: Compassion, Consistency, and Consequence. This integrated approach ensures that our universal rules (Be Ready, Be Respectful, and Be Safe) are applied with fairness and dignity, moving beyond simple compliance toward the long-term goal of self-regulation and social excellence for every pupil.

4.1 The philosophy of Paul Dix

Our policy draws on the philosophy shared by Paul Dix, particularly in his books *When the Adults Change, Everything Changes* (2017) and *After the Adults Change, Achievable Behaviour Nirvana* (2021). As such, our behaviour policy is rooted in the relational and restorative philosophy of Paul Dix. His work moves away from

traditional sanction-heavy models toward a culture of visible consistency and relational depth, focusing on adult behaviour as the primary factor for change.

4.1.1 Phase one: When the Adults Change, Everything Changes

The core tenet is that the behaviour of the pupils is a reflection of the behaviour and consistency of the adults. Key principles integrated into our policy include:

- › **Visible Consistency:** We achieve school-wide stability through a one-voice approach. This is evidenced in our three universal rules: Be Ready, Be Respectful, and Be Safe.
- › **Adult Modelling:** Staff are responsible for modelling the positive relationships and behaviours they expect from pupils. We believe that "the way you speak to children is the way they will speak to you."
- › **Recognition of the 'Over and Above':** Dix emphasizes shifting focus from those who disrupt to those who consistently go "over and above." Our policy reflects this through a whole-school reward system and house points. For those children who exhibit behaviours that exceed what we expect, we award the Over and Above medal to recognise this.
- › **Scripted Responses:** To ensure fairness and reduce emotion during high-stress moments, staff use scripts and stepped intervention (reminder, warning, consequence). This protects the dignity of the child and prevents public shaming.

4.1.2 Phase two: After the Adults Change, Achievable Behaviour Nirvana

The second phase of this philosophy focuses on embedding these practices so deeply that they become the school's "DNA." It moves from compliance to self-regulation.

- › **Relational Practice:** We prioritize "first attention to best conduct." By building strong, individual connections, we create a safe environment where pupils feel known and valued.
- › **Restorative Approaches:** Instead of purely punitive measures, we use restorative meetings to help pupils understand the impact of their actions and "make it right." This promotes forgiveness and the repair of relationships.
- › **The Behaviour Blueprint:** This document (appendix 4) acts as our "one-page" guide for consistency, ensuring every adult responds to behaviour in the same way, every time.
- › **Piping Calm into the Classroom:** Staff are responsible for creating a calm, safe environment through "micro-scripts" and predictable routines, such as greeting pupils at the door.

This philosophy is effective for our community as:

- › For staff, it provides a clear, supportive framework that reduces the emotional labour of behaviour management.
- › For pupils, it ensures Long Crendon School is the Place to Grow where expectations are clear, and positive behaviour is the most famous thing in the classroom.
- › For parents, it ensures your child is treated with dignity, consistency and fairness, with a focus on learning from mistakes rather than just being punished.

4.2 Norfolk Steps

In addition to the influence of Paul Dix, our approach to behaviour is guided by the Norfolk Steps philosophy: a therapeutic, evidence-based model that prioritises social excellence and the long-term development of self-regulation. The core principles of Norfolk Steps, and their influence on our behaviour ethos, are as follows.

4.2.1 Therapeutic Thinking: Behaviour as Communication

At the heart of Norfolk Steps is the belief that behaviour is a form of communication derived from a pupil's experiences and feelings, shifting the focus from "fixing" a child to understanding their needs. Our policy reflects this by:

- Recognising all behaviour as a form of communication. Positive behaviour indicates a child feels safe and successful; whereas behaviours that challenge or harm indicate an unmet need or a lack of skill.
- Aiming to promote forgiveness and understanding to build positive relationships.
- Moving away from viewing behaviour as "naughty" and instead seeking to understand the "why" behind an action.

4.2.2 Positive behaviours, behaviours that challenge and behaviours that harm

Norfolk Steps replaces the traditional good and bad labels with positive behaviours (behaviours that help the community) behaviours that challenge (behaviours that disrupt or disturb) and behaviours that harm (behaviours that cause any form of harm to themselves or others, including but not limited to academically, physically and emotionally).

We aim for internal discipline (doing the right thing because it is right) rather than external compliance (doing the right thing to avoid punishment).

Our policy, aligned with our vision and values, focuses on promoting a positive culture and excellent behaviour, aiming to help pupils internalise our values for lifelong self-regulation. We give first attention to best conduct, meaning that we focus on promoting positive behaviours, highlighting pupils going over and above rather than secondary negative behaviours in the classroom.

4.2.3 Consequences

Punishments are punitive, consequences are the logical outcomes of behaviour. A cornerstone of Norfolk Steps is the distinction between teaching a child and simply punishing them. As such, we use consequences for both positive and negative behaviours. Our consequences for positive behaviours are:

- Positive praise
- House points
- Over and above awards
- Certificates
- Values badges
- Notes, messages and phone calls home
- Face-to-face conversations with parents
- Special treats, such as class rewards or house rewards

And our consequences for negative behaviour are

- **Logical:** consequences are linked to the behaviour to strengthen the understanding of causation
- **Restorative:** consequences create opportunities for pupils to make things right
- **Educational:** consequences help pupils to learn from their mistakes
- **Purposeful:** consequences help to improve behaviour of the individual and the school community

4.2.4 Consistency through Adult Stance

Norfolk Steps promotes the Adult Stance: the ability of staff to remain calm, predictable, and fair. This is related to Dix's advocacy for adult emotional neutrality. Adults act as a thermostat, not a thermometer: adults regulate their own behaviour to prevent emotionally responding to the child's.

Our approach involves visible consistency, such as our clearly displayed simple rules; daily meet-and-greet at the school and classroom door; and the use of scripts. These are our school-wide Steps in action. They provide the predictable environment required for therapeutic growth.

5. Adult behaviour

In order to set the culture, we expect all adults to conduct themselves as role models. To do this, we have the following expectations:

- › **Meet and greet with a smile:** Starting the day with a greeting and a smile shows children that they are welcome in our school and their classroom. Our pupil entrance will always be staffed by senior staff or the pastoral support officer; teachers are expected to greet children from the door, not their desk.
- › **Calm, consistent and fair:** By maintaining a calm demeanour, adults de-escalate situations. Consistency across children, staff and over time ensures that children know what is expected of them. By taking an equitable approach to behaviour management, we ensure that our approach is fair.
- › **Give first attention to best conduct:** Encouraging positive behaviour is our priority. As such, staff should give their first attention to those behaviours that meet or exceed our expectations before engaging with consequences for negative behaviour.
- › **Be relentlessly bothered:** We expect all staff to take a genuine interest in our pupils. Where a child has a particular hobby, staff will engage with this to show children that we care.
- › **Recognise over and above:** Some children exceed our expectations for positive behaviour. This should be recognised by adults and given an appropriate consequence. The Over and Above award is reserved for this purpose.
- › **Relationship focused:** Although we are not a small school, we are not a big school either. As such, we are able to build effective relationships with all of the children in our care. We expect all adults to focus on building these with the pupils in their area of responsibility, be that class, Key Stage or the whole school.
- › **Public praise, individual dialogue:** For the majority of pupils, sharing praise in front of peers makes it even more meaningful. Equally, public dialogue around negative behaviours could result in shame. In order to better meet the needs of pupils, praise should be given in public, whilst dialogue around negative behaviours should be held on an individual basis. For those pupils who find public positive praise to be embarrassing, staff should give this individually as well.

Our daily routines are intended to reinforce consistency across the school:

- › **Thank you:** When giving instructions, we expect staff to say thank you. This maintains a polite dialogue whilst making it clear that the instruction is an expectation rather than a request (For example, "Tuck in your chair, thank you," as opposed to "Tuck in your chair, please").
- › **Always on time:** To make our expectations clear, staff should make every effort to ensure that tasks are completed on time. Most importantly are the key timings of the day:
 - doors opening
 - assembly
 - the beginning and ends of break and lunch
 - hometime
- › **Compassionate:** As per our fundamental principles, our entire approach to behaviour management is built upon the simple fact that we care about all of our pupils. All interactions with children should, therefore, show compassion.

› **Kind and consistent:** Adults are always kind in school and we expect the same of our pupils.

6. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › 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 such as 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Any form of verbal abuse or threatening behaviour, including but not limited to:
 - Threatened violence
 - Aggressive behaviour
 - Swearing
 - Homophobic abuse and harassment
 - Verbal intimidation
 - Carrying an offensive weapon
- › Any form of physical assault, including but not limited to:
 - Fighting
 - Violent behaviour
 - Wounding
 - Obstructing and jostling
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- 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)
- Mobile phones without the prior permission and agreement of the headteacher

7. Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

7.1 What is *not* bullying

One-off incidents: Bullying is persistent and repetitive and generally fits a pattern of behaviour. However, there will be occasions when a one-off incident is so significant that it causes long term effects and is therefore categorised as bullying. One example may be extreme public humiliation that deters someone from engaging in discussions or social events.

Mutual conflict: A disagreement, argument or fight in which both parties have equally participated and where there is no imbalance of power.

7.2 Roles and responsibilities relating to bullying

All members of the school community have a duty to ensure that bullying is not tolerated, and to act when it is suspected to be happening.

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

All adults are expected to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.

Teachers are responsible for investigating and recording all incidents of bullying that happen in their class and/or that they are aware of in the school.

If a child/parent/member of staff suspects a child is being bullied or is bullying others, the class teacher will carry out a bullying investigation and inform the child's parents and the Headteacher of the outcome. Through training, staff are aware that children's behaviours may pose a risk to their peers, behaviours may range from bullying to those which are sexually abusive.

All safeguarding concerns, including child on child abuse, must be reported to a DSL immediately.

Our approach to cases of sexting/consensual and non-consensual sharing of nudes and semi-nudes and/or pornography or sharing other explicit images is detailed in [section 10.10](#).

7.3 Bullying outside of school

Headteachers have the legal power to make sure pupils behave outside of school premises. This includes bullying that happens anywhere off the school premises, such as on public transport or in a town centre and includes external school trips, after school clubs and cyber bullying. School staff may choose to report bullying to the police or local council.

7.4 Child-on-Child abuse

This is something that we assume is happening at Long Crendon School and something which we take very seriously.

This form of abuse occurs when there is any kind of physical, sexual, emotional or financial abuse or coercive control exercised between children both on and offline and should be reported to a DSL immediately.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children/young people. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys"; or not recognising that emotional bullying can sometimes be more damaging than physical harm and should be taken equally seriously, can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios

a culture that normalises abuse leading to children/young people accepting it as normal and not coming forward to report it. Stopping harm and ensuring immediate safety is the first priority of our school. Child on child abuse can be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences. It can result in significant, long lasting and traumatic isolation, intimidation or violence to the victim.

7.5 Strategies to prevent bullying

Each class has discussion time where relevant behavioural issues can be discussed. These are often in the third person and may take the form of circle time, problem solving, assemblies and through the PSHE curriculum. Class Charter agreed rules encourage the children to interact in a cooperative, cohesive way. Open discussion is encouraged where conflicts, concerns or incidents of bullying arise. Reports of bullying will always be taken seriously and investigated by the class teacher, guided by members of the Senior Leadership Team/Headteacher.

Strategies to develop positive behaviour include:

- School rules based on our vision and values
- Reward systems
- Responsibilities
- Modelling positive behaviour
- Playground buddies
- House points
- Pupil wellbeing representatives
- Drop in sessions with the Pastoral Support Officer and senior leaders
- Celebration of diversity through the curriculum and collective worship
- A whole school reward system
- Good quality role models - Adult modelling of appropriate response to a wide range of scenarios
- The techniques used by staff to promote self-esteem, social skills and emotional development
- Adults to deal with a situation, even if minor. Talking to the children may prevent the situation escalating
- Adult supervision where necessary at breaktimes and lunchtimes

Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyber bullying. They participate in role play work in class as part of PSHE and learn the importance of reporting bullying and not being a bystander. We make use of curriculum opportunities to raise pupil awareness, including through RE, cross curricular themes, drama, story writing and literature. Children & parents have a good knowledge of the procedure/policy

7.6 Reporting and responding to incidents of bullying

Pupils, parents and staff can report bullying to the child's class teacher, a member of SLT or the headteacher. Both the bully and the victim are people who need help and support. Where possible a victim should make every attempt to report an incidence of bullying to any adult in school. Where this is not possible peers are encouraged to speak up for victims and inform an appropriate other.

Staff will have bubble boxes in classrooms for children to put notes in; children will have nominated an adult they feel relaxed talking to, they are reminded to report adults/DLSs in half-termly assemblies and parents can report their concerns to staff.

All reports of bullying will be taken seriously. There should be immediate re-assurance that the matter will be followed up.

Both the victim and bully (including all parties concerned) will be interviewed separately to establish the events in writing. These notes will be passed to the Deputy Headteacher and Headteacher via CPOMS. The serious nature of the matter will be explained by the adult as well as the likely consequences. The bullying file is kept through CPOMS records. Staff will be granted access to this if required and deemed necessary by Designated Safeguarding Leads.

Where appropriate parents of both parties will be informed. There will be follow up and discrete monitoring over time which may involve the support of other children in the class. Parents are encouraged to bring concerns about bullying to the notice of the school.

The teacher, Deputy Headteacher or Headteacher will assure the parent that the matter will be investigated. They will be informed of the findings. Other staff should be informed as appropriate.

Malicious allegations will be taken seriously and addressed by the Deputy Headteacher or Headteacher. Failure to report incidents of bullying may be considered collusion.

Parents should be directed to the school's Complaints Policy if they are still not satisfied. This can be found in the [policies section](#) of our website.

8. Roles and responsibilities

8.1 The governing board

The governing board is 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

8.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- 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 negative behaviours
- 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 the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see [section 16.1](#))

8.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly onto CPOMS
- › Challenging pupils to meet the school's expectations

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

8.4 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 promptly
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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. Where parents require or desire additional support, the Senior Leadership Team will work alongside the family and external agencies to provide this.

8.5 Pupils

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

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

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

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

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

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









9. School behaviour curriculum


9.1 Developing self-regulation skills and encouraging positive behaviours

The ethos and culture of our school is central to developing self-regulation skills in order to establish and maintain our expectations for excellent behaviour.

Positive behaviour and self-regulation are explicitly taught as part of PSHE/Relationships Education as well as through our School Vision and Values.

Through our school behaviour curriculum, we aim to create a culture that promotes excellent behaviour we expect our children to live by our school values, as shown on the following page. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behaviour expectations.

Our value	How we live our value
 <p>Unity #stickingtogether</p>	<p>Do work together to support one another</p> <p>Do allow others to work</p>
 <p>Courage #youvegotthis</p>	<p>Do face your fears</p> <p>Do stand up for what you believe</p> <p>Do think for yourself</p>
 <p>Kindness #maketheirday</p>	<p>Do be kind and gentle</p> <p>Do treat others like you would like to be treated</p>
 <p>Enthusiasm #eagerbeaver</p>	<p>Do try your new things</p> <p>Do seek inspiration</p> <p>Do enjoy learning</p>
 <p>Resilience #bounceback</p>	<p>Do keep trying, even when something is difficult</p> <p>Do learn from your mistakes</p>
 <p>Honesty #bestpolicy</p>	<p>Do be honest to yourself and others</p>
 <p>Respect #giveittogether</p>	<p>Do be polite and respectful to members of staff and each other</p> <p>Do value other people's contributions</p> <p>Treat the school buildings and school property with respect</p>
 <p>Equality #samebutdifferent</p>	<p>Do respect the uniqueness of everybody</p> <p>Do understand and respect that others might have a different opinion of you</p> <p>Do respect the rights of others</p>

	<p>Do build positive friendships</p> <p>Do support your friends through challenging times</p>
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9.2 Mobile phones

Information regarding the use of mobile phones can be found in our Use of Mobile Phones Policy which can be found on the Long Crendon School Website here: [Policies - Long Crendon School](#).

10. Responding to behaviour

10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. They will:

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour expectations and any additional classroom rules
- › Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

10.2 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 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 policy for more information which can be found on the school website here: [Policies - Long Crendon School](#).

10.3 Responding to good behaviour

We constantly encourage positive behaviour through the use of praise and recognition, modelling, positive reinforcement and through the use of consistent language and scripts (see Stepped consequences appendix 2).

Our School rules are used to guide children and support positive behaviour.

When a pupil's behaviour meets or goes Over and Above 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 one or more of the following:

- › Verbal praise
- › Communicating praise to parents via a phone call or written correspondence
- › House points
- › Certificates
- › Celebrated in special assemblies
- › Class based reward systems
- › Positions of responsibility
- › Whole-class or year group rewards, such as a popular activity
- › Praise from HT/SLT member

10.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour using stepped consequences (see appendix 2).

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 (see appendix 3).

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

Therefore, where children are not adhering to the school expectations the consequences *must*:

- › **Be Protective:** they should make it clear what was unacceptable and why
- › **Be Educational:** Make it clear what change of behaviour is required and how this can be achieved
- › **Be Consistently Applied:** by all staff and for all pupils (reasonable adjustments notwithstanding) to help to ensure that children and staff feel supported and secure
- › **Be Restorative:** help children to make things right for others

The stepped approach to our consequences is detailed in appendix 2. The school may use one or more of the following consequences in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Time in at break or lunchtime
- › Escorting/observing in social situations
- › Setting of tasks/work such as a written account of their behaviour
- › Rehearsing expected behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Loss of privileges – for instance, the loss of a responsibility

- › School-based community service, such as tidying a classroom, litter picking
- › Referring the pupil to a senior member of staff
- › Restorative meetings
- › Assisting with repairs
- › Educational opportunities
- › Letter or phone call home to parents
- › Reflection time (with a key stage leader)
- › Removal of the pupil from the classroom – internal exclusion
- › Agreeing behaviour expectations to be monitored
- › Conflict resolution/peaceful problem solving
- › Exclusion from school trips
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

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

Class teachers will deal with most behaviour or discipline problems relating to children in their class. Unacceptable behaviour resulting in a reflection session with a key stage leader, monitoring period, or any type of suspension or permanent exclusion – (see below for escalation process) will be reported to parents via a telephone call, email or request for a meeting from the appropriate member of staff and a record will be made on our data collection system, CPOMS.

10.4.1 Stepped escalation process

Wherever possible, staff should be discrete when managing behaviour: children should not be publicly shamed.

Details of our stepped approach to escalation is summarised in the Behaviour Blueprint in appendix 4. The escalation of consequences is summarised in appendix 2. This escalation process assumes that the behaviour continues after each stage, and teachers are able to move up and down the levels of escalation as required. In summary, the first four stages of escalation can be conducted by any staff member:

1. **Redirection:** is it possible to end the behaviour by changing the child's focus?
2. **Reminder:** "Remember, we X because our school rule is Y." For example, "Remember, we walk because our school rule is to be safe."
3. **Warning:** Explain what the consequence will be if the behaviour does not change: "I have reminded you that we X, if you continue to Y then the consequence will be...." For example, I have reminded you that we walk around school, if you continue to run, the consequence will be five minutes practicing walking at break time."
4. **Consequence:** The consequence in the warning is applied.

For more serious or persistent low-level behaviours the following processes should be followed:

5. **Referral to the Key Stage Leader** during break or lunch time, followed by further escalation to **Deputy Headteacher** and **Headteacher**
6. **Restoration:** Where possible, time is made to make things right.
7. **Formal meeting:** if behaviour escalates to this point, a meeting will be held between relevant bodies so that a plan can be made to support the child's behaviour.

The distinction between misbehaviour and serious misbehaviour is detailed in [section 6](#).

A more detailed description of this escalation is shown in the following table:

Escalation process	Action
<p>Stages 1-4, as detailed in the Behaviour Blueprint and above.</p>	<ul style="list-style-type: none"> ➤ Staff member to follow the steps in appendix 2: reminder, warning, consequence ➤ Give up to 10 minutes of a pupil's next break or lunch (consequences must not exceed 10 minutes at this stage) <p>If a child receives three or more consequences of this type in a week, escalate to the next step.</p>
<p>Stage 5: Reflection session with the Key Stage Leader</p>	<p>If a pupil receives three or more consequences at the previous step, or for a serious incident, the class teacher should record what has happened onto CPOMS and refer to the Key Stage Leader.</p> <p>Key Stage Leader to meet with the pupil at break or lunch time to discuss the concerns and plan a way forwards. The structure of this session should be:</p> <ul style="list-style-type: none"> ➤ Establish what happened ➤ Refer to the school's vision, values and rules ➤ Explore how the pupil's behaviour has affected others ➤ Agree on next steps ➤ Record conversation onto CPOMS <p>If a child has three referrals to the Key Stage Leader in a half term, refer to the Deputy Headteacher.</p>
<p>Stage 6: Restoration</p>	<p>Although at stage 6, restoration can be used wherever staff decide that this is appropriate. This stage allows pupils a structured opportunity to make things right. For example, if a child has thrown their classmates coats from pegs in the cloakroom, the restorative consequence will be to collect these and put them back.</p> <p>It is essential that restoration focuses on making things right: it is not a shame-based approach so should not be used to make children feel embarrassed for the behaviours they have exhibited.</p>
<p>Stage 7: Formal meeting</p>	<p>In this instance, the child will be referred to a member of the Senior Leadership Team. Where a referral to the Deputy Headteacher is made:</p> <ul style="list-style-type: none"> ➤ A meeting will be organised with the pupil ➤ Depending on the child's age, understanding and the behaviours involved, the Deputy Headteacher will either invite parents to the child meeting, or hold a separate meeting with parents ➤ A monitoring period will be established and conducted, recording this on CPOMS <p>If concerns continue, the Deputy Headteacher should identify the appropriate time to refer to the Headteacher, which begins the investigation of a</p>

Escalation process	Action
	coordinated to response to behaviours, including, where necessary other professionals and external agencies. These may include but are not limited to: <ul style="list-style-type: none"> ➤ SENDCo ➤ The PRU (Pupil Referral Unit) ➤ School Nurse ➤ Educational Psychologist ➤ Early Help ➤ First Response/MASH
If, at any stage, staff consider that behavioural concerns may be due to a special educational need or disability, the SENDCO should be consulted.	

Table 9.4.1.1: Stepped Escalation Process

In the case of a serious incident, the child may be sent to the Key Stage Leader, Deputy Headteacher or Headteacher, or internally excluded by being sent to another classroom, the Pastoral Support Officer or SENDCO. The parents of the child concerned will be informed by telephone or email and may be asked to make an appointment with the class teacher, Key Stage Leader, Deputy Headteacher, Headteacher or Pastoral Support Officer or SENDCO as appropriate. Incidents that would constitute this response include but are not limited to:

- Where the health and safety of the school community or a member of the school community is put at risk
- The learning of the rest of the class is compromised
- Where personal or school property is damaged

There may be occasions, when, for a serious breach or persistent breaches of the school behaviour policy, the consequence is suspension or permanent exclusion. If the breach or breaches occur at lunchtime, the pupil may be suspended at lunchtime for one week, one half term or permanently.

Serious breaches are detailed in [Section 6](#). Persistent breaches may include but are not limited to:

- Continuous low-level disruption
- Repeated fighting
- Repeated refusal to follow reasonable instructions
- Bullying
- Persistent use of inappropriate language, including swearing

10.4.2 Breaktimes and lunchtimes

Stepped boundaries should be used at break time and lunch time. If misbehaviours continue following the use of the stepped boundaries, support from a member of SLT should be requested.

10.4.3 Recording behaviour incidents

The school uses CPOMS to record behaviour incidents and concerns. Behaviour incidents will be recorded which result in:

- A reflection session with a Key Stage Leader
- A referral to the Deputy Headteacher

- › A referral to the Headteacher
- › An internal exclusion
- › A suspension or permanent exclusion

All serious behaviour concerns will be recorded on CPOMS.

10.4.4 Restorative approaches

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. All staff are trained in this approach.

A restorative approach is highly effective because it:

- › Transforms wrong doing into a learning opportunity
- › Supports the needs of the harmed
- › Creates obligations and support for those whose behaviours have harmed
- › Encourages a school-wide culture of mutual respect and care

Where the above is met, restorative practice can be used in the ways which are appropriate to the behaviour. Examples of this could included but are not limited to:

- › Repairing damage caused by the pupil's behaviour with the caretaker
- › Tidying messes that have been made by the pupil
- › Improving school life in some way for others who have been harmed by behaviour

We use six restorative questions as a script which can be utilised alongside a restorative activity or independently where a specific logical restorative consequence cannot be applied. These questions are:

- › What has happened?
- › What were you thinking at the time?
- › Who has been affected by your actions?
- › How have they been affected?
- › What needs to be done to make things right?
- › How can we do things differently in the future?

10.5 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 on CPOMS and reported to parents/carers

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.

10.6 Searching, screening and confiscation

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

10.6.1 Confiscation

Any prohibited items (listed in [section 6](#)) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

10.6.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- › The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral support officer who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- › Assess whether there is an urgent need for a search

- › Assess whether not doing the search would put other pupils or staff at risk
- › Consider whether the search would pose a safeguarding risk to the pupil
- › Explain to the pupil why they are being searched
- › Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- › Explain how and where the search will be carried out
- › Give the pupil the opportunity to ask questions
- › Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher or deputy headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in [section 6](#), but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, drawer or locker.

‘Outer clothing’ includes:

- › Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes or boots

10.6.2.1 Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › Lockers
- › Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in [section 6](#)) and items identified in the school rules.

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

10.6.2.2 Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- › Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in [section 6](#)
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in [section 6](#)), including incidents where no items were found, will be recorded in the school's safeguarding system.

10.6.2.3 Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in [section 6](#)). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

10.6.2.4 Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's child protection policy (available in the [policies section](#) of our website) and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

10.6.3 Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

10.6.3.1 Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

10.6.3.2 Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- › Act to safeguard the rights, entitlements and welfare of the pupil
- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

10.6.3.3 Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's child protection policy (available in the [policies section](#) of our website) and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

10.6.4 Screening

Pupils are not screened on entry to the school.

10.7 Off-site misbehaviour

Consequences 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

Consequences 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

Consequences 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).

10.8 Online misbehaviour

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

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

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

10.9 Suspected criminal behaviour

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

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher, member of the senior leadership team or pastoral support officer 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.

10.10 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 policy for more information which can be found on the School website here: <https://www.longcrendon.bucks.sch.uk/policies>.

All safeguarding concerns, including child on child abuse, should be reported to a DSL immediately. In cases of sexting/consensual and non-consensual sharing of nudes and semi-nudes and/or pornography or sharing other explicit images our immediate response will be the safeguarding of the children. The DSL will follow [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\) - GOV.UK](#).

10.11 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 policy (available in the [policies section](#) of our website) for more information on responding to allegations of abuse against staff or other pupils.

11. Serious consequences

11.1 Time in/Reflection Time (Detention)

Although we do not use the word detention in school, for the purpose of this policy, the word will be used to refer to time where children are kept in at breaktime or lunchtime as a consequence for behaviour.

Teachers, TAs, Midday Supervisors, Administrative Staff and Senior Leaders may all give pupils detention. Pupils can be issued with detention during break or lunch time.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

11.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time, which will be recorded as an internal exclusion.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal, as is defined as serious misbehaviour in [section 6](#).

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by appropriate staff and will be removed for a maximum of three days. Where a longer period of removal is required, the headteacher will consider whether a suspension would be more appropriate.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with Pastoral Support Officer
- Use of teaching assistants
- Positive Intervention Plans (PIPs) (See appendix 5)
- Long-term behaviour plans
- Involvement of the Pupil Referral Unit (PRU)
- Multi-agency assessment

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

11.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to the Buckinghamshire Council Exclusions Guidance which the school follows in such cases. This can be obtained by contacting the school office.

12. Responding to misbehaviour from pupils with SEND

12.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Our approach to anticipating and removing triggers of misbehaviour include but are not limited to:

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

12.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

The school's special educational needs and disability co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

12.4 Pupils with an education, health and care plan (EHCP)

The provisions set out in the EHCP 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 EHCP, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHCP.

13. Supporting pupils following a consequence

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

This may include but is not limited to:

- Reintegration meetings
- Daily contact with the Pastoral Support Officer
- Specific, behaviour-oriented goals

14. Pupil transition

14.1 Inducting incoming pupils

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

14.2 Preparing outgoing pupils for transition

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

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

15. Training

All new staff are trained on the use of our behaviour policy during their induction process. Staff are reminded of the policy at least once a year and updates are shared whenever they are made. All staff are responsible for ensuring they are aware of the needs of the children they work with, through effective communication between staff members, referring to support plans or other relevant paperwork and asking questions if unsure.

Staff are provided with training/information about how SEND and mental health needs impact behaviour and a behaviour guide with the key procedures for managing behaviour is provided to all staff.

Appropriate staff receive 'Step Up' Training, in agreement with the PRU.

When the need arises, relevant staff receive 'Step On' Training which includes use of reasonable force and restraint. Behaviour management also forms part of continuing professional development.

16. Monitoring arrangements

16.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the headteacher.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

16.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and curriculum committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per [section 16.1](#)). At each review, the policy will be approved by the full governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

17. Links with other policies

This behaviour policy is linked to the following policies:

- [Buckinghamshire Council Exclusion Guidance](#)
- Child protection policy (Available in the [policies section](#) of our website)
- Use of mobile phones policy (Available in the [policies section](#) of our website)
- Acceptable use policy (Available in the [policies section](#) of our website)
- Safe touch policy (Available from the school office)

18. Summary of changes

Below is a summary of changes made to this policy after it was first adopted by Long Crendon School in April 2026:

No	Date	Section	Change	Reason
01	06/02/26	3	Addition of Theoretical underpinnings Updated section numbers from 3 to 16	Clarification of origins of policy
02	06/02/26	4	Addition of adult behaviour Updated section numbers from 4 to 17	Expansion of element included in Behaviour Blueprint

No	Date	Section	Change	Reason
03	06/02/26	Cont	Updated contents page to include subheadings and to ensure accuracy	Ease of use for the reader
04	06/02/26	9.4.4	Added restorative questions	Expansion of element included in Behaviour Blueprint
05	06/02/26	1 2	Separation of our principles from aims Updated sections 3 to 18	Ease of use for the reader
06	06/02/26	All	Added hyperlinks wherever policies were referenced	Ease of use for the reader

Appendix 1: written statement of behaviour principles

Written Statement of Behaviour Principles

This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Head teacher.

The Governing Board at Long Crendon school, believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

At Long Crendon School, we value everyone as an individual, capable of growth, change and development. Our relationships and behaviour are rooted in our school values and are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in formulating the Behaviour Policy by stating the principles that the Governing Board expect to be followed. The governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles

All children, staff and visitors have the right to feel safe at all times at school and during remote learning.

- › Long Crendon School is an inclusive school. All members of the school community should be free from discrimination of any sort. Measures to protect children are set out in the Behaviour Policy and the Equality and Cohesion Policy, available in the [policies section](#) of our website.
- › The school rules are clearly set out in the Behaviour Policy, are linked to our school values and are displayed around school. Governors expect these rules to be consistently applied by all staff.
- › Governors would like to see a wide range of rewards, consistently and fairly applied in such a way as to encourage and reward good behaviour around school.
- › Consequences for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- › Equally, consequences for positive behaviour should be known and understood by all staff and pupils
- › It is recognised that the use of positive and negative consequences must have regard to the individual situation and the individual student and the Headteacher is expected to use their discretion in their use. Consequently, consequences should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
- › The Governing Board feel that external suspensions/exclusions, particularly those that are permanent, must only be used as the very last resort.
- › The Governing Board expect pupils and parents to cooperate to maintain an orderly climate for learning.
- › The Governing Board expects positive relationships to be developed with parents and for the school and parents to work in collaboration for the best outcomes for the children.
- › The Governing Board wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution.
- › The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.

Appendix 2: Stepped consequences



Our consequences

Level 1	Level 2	Level 3	Level 4	Level 5
<p><i>Behaviour including but not limited to:</i></p> <ul style="list-style-type: none"> Talking out of turn Calling out Distracting others Not following instructions Low-level disruption 	<p><i>Behaviour including but not limited to:</i></p> <ul style="list-style-type: none"> Repeated Level 1 behaviours Incorrect uniform Missing equipment for learning Refusal to follow instructions Not showing the school values Provocation of negative behaviours 	<p><i>Behaviour including but not limited to:</i></p> <ul style="list-style-type: none"> Repeated Level 2 behaviours Being rude or talking back Swearing Telling lies Deliberate defiance Inappropriate physical contact Compromising health and safety of yourself and/or others 	<p><i>Behaviour including but not limited to:</i></p> <ul style="list-style-type: none"> Repeated Level 3 behaviours Vandalism Bullying (online or in-person) Theft Dangerous or aggressive behaviour Discrimination, including racist, sexist, homophobic or biphobic behaviour 	<p><i>Behaviour including but not limited to:</i></p> <ul style="list-style-type: none"> Repeated Level 4 behaviours Physical assault Violent conduct Posing a safety risk to yourself and/or others Sharing illegal content Malicious allegations against staff Other serious misbehaviour identified in the behaviour policy
Consequences	Consequences	Consequences	Consequences	Consequences
<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> Redirect from the behaviour Reminder of expectations: "Remember we X because our school rule is Y." Caution: "I have reminded you that we X, if you continue to Y then the consequence will be..." 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> 5-10 minute consequence at break or lunchtime, which is logical, restorative, educational and purposeful. Communication with parents. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> Record onto CPOMS. Refer to Key Stage Leader Longer single consequence, such as a whole lunchtime, which is logical, restorative, educational and purposeful. Communication with parents. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> Record onto CPOMS Longer term consequence, such as a series of lunchtimes, which is logical, restorative, educational and purposeful. Internal exclusion* Parents invited to meeting with class teacher, Key Stage Leader, SENDCO and/or Deputy Headteacher. 	<p><i>Including but not limited to:</i></p> <ul style="list-style-type: none"> Record onto CPOMS. Internal exclusion* Suspension** Permanent exclusion** Parents invited to meeting with class teacher, Key Stage Leader, SENDCO, Deputy Headteacher and/or Headteacher.
<p>When applying consequences, staff must use professional judgement and give due consideration to circumstances and children's individual needs.</p> <p>*: Internal exclusion must be approved by the Deputy Headteacher or Headteacher.</p> <p>**.: Suspension and Permanent Exclusion can only be authorised by the Headteacher.</p>				



LONG CRENDON SCHOOL

the place to grow

DE-ESCALATION SCRIPT

[Child's name]

I can see something has
happened.

I'm here to help.

Talk and I'll listen.

Come with me and...



RESTORATIVE QUESTIONS

What has happened?

What were you thinking at the time?

Who has been affected by the actions?

What needs to be done to make things right?

How can we do things differently in the future?


Appendix 4: Behaviour Blueprint



LONG CRENDON SCHOOL

the place to grow

BEHAVIOUR BLUEPRINT

SCHOOL VALUES	SCHOOL RULES	ADULT BEHAVIOUR
Kindness Friendship Equality	Be Ready	Meet and greet with a smile Calm, consistent and fair
Courage Resilience Unity	Be Respectful	Give first attention to best conduct Be relentlessly bothered
Honesty Enthusiasm Respect	Be Safe	Recognise over and above Relationship focused Public praise, individual dialogue
POSITIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	STEPPED ESCALATION
Positive praise House points Over and above awards Certificates Values badges Notes, messages and phone calls home Face-to-face conversations with parents Special treats (class rewards, house rewards)	<p>Logical Consequences make sense and are related to the action.</p> <p>Restorative Consequences make things right.</p> <p>Educational Consequences help to learn from mistakes.</p> <p>Purposeful Consequences help to improve behaviour.</p>	 <ol style="list-style-type: none"> 1. Redirection 2. Reminder 3. Caution 4. Time out (5 mins/10 minutes) 5. Refer to Key Stage Leader 6. Restoration 7. Formal meeting <p>Numerous redirections and reminders should take place before any more escalation.</p>
DE-ESCALATION SCRIPT	RESTORATIVE QUESTIONS	DAILY ROUTINES
<p>[Child's name]</p> <p>I can see something has happened. I'm here to help. Talk and I'll listen. Come with me and...</p>	<ol style="list-style-type: none"> 1. What has happened? 2. What were you thinking at the time? 3. Who has been affected by the actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? 	<p>Thank you</p> <p>Always on time</p> <p>Compassionate</p> <p>Kind and consistent</p>

Appendix 5: Positive Intervention Plan (PIP)



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POSITIVE INTERVENTION PLAN					
Name:		Class:		Teacher:	
Date of Birth:		Plan start date:		Plan review date:	
Green		Amber			
Behaviour: How do we know that the child is relaxed?		Support strategies: What can we do to keep the child in the Green zone?		Behaviour: How do we know that the child is becoming heightened?	
				Support strategies: What can we do to prevent further escalation?	
Red		Purple			
Behaviour: What does the child do, say and look like when they are dysregulated?		Support strategies: What can we do to manage the situation and prevent distress, injury or damage?		Behaviour: What does the child do, say and look like when they are becoming calmer?	
				Support strategies: What can we do to support the child to become calm again?	
Communication with parents		Consequences			
Which strategies will we use to communicate with parents/carers?		When and what will we communicate?		Agreed positive consequences	
				Agreed negative consequences	
SENDCO:		Date:		Class teacher:	
Parent/Carer:		Date:		Child:	
				Date:	