



Coombe Wood School

Behaviour Policy and Procedures

Coombe Wood School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

School Behaviour Policy and Procedures

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Contents

Part A	4
A.1 Application	4
A.2 Approval and review	4
A.3 Responsibilities	4
A.4 Associated policies and procedures	4
Part B	5
B.1 Policy Statement	5
Part C - Procedures	6
C.1 Legislation, statutory requirements and statutory guidance	6
C.2 Definitions	6
C.3 School Behaviour Curriculum	7
C.4 Classroom management	7
C.5 Mobile phones	7
C.6 Safeguarding	7
C.7 Responding to good behaviour	8
C.8 Responding to unacceptable behaviour	8
C.9 Reasonable force	8
C.10 Searching, screening and confiscation	9
C.11 Off-site unacceptable behaviour	9
C.12 Online misbehaviour	9
C.13 Suspected criminal behaviour	9
C.14 Zero-tolerance approach to sexual harassment and sexual violence	10
C.15 Malicious allegations	10
C.16 Removal from classrooms	11
C.17 Detention	11
C.18 Suspension and permanent exclusion	12
C.19 Anti-Bullying	12
C.20 Recognising the impact of SEND on behaviour	13
C.20.a Adapting sanctions for pupils with SEND	14

C.20.b Considering whether a pupil displaying challenging behaviour may have unidentified SEND	15
C.20.c Pupils with an education, health and care (EHC) plan	15
C.21 Supporting pupils following a sanction	15
C.22 Inducting incoming pupils	15
C.23 Preparing outgoing pupils for transition	15
C.24 Training	16
C.25 Monitoring and evaluating school behaviour	16
C.26 Suspensions and Exclusions	16
Part D - School Specific Procedures	19
D.3 School Behaviour Curriculum and School Rules	
D.7 Responding to good behaviour	
D.8 Responding to unacceptable behaviour	
D.16 Removal from classrooms	
D.17 Detention	
D.19 Anti Bullying Strategies	
D.20 Recognising the impact of SEND on behaviour	
D.21 Supporting pupils following a sanction	

Part A

A.1 Application

Our school is part of the Greenshaw Learning Trust (GLT), therefore it is subject to the policies and procedures of the Trust, as approved by the GLT Board of Trustees.

Parts A, B and C of this Behaviour Policy and Procedure apply to the Greenshaw Learning Trust as a whole and to all the schools in the Trust in accordance with and pursuant to the Student Welfare Policy of the Greenshaw Learning Trust. Part D of this Behaviour Policy and Procedure applies specifically to our school.

The Policy and Procedure is subject to the Trust's Scheme of Delegation for Governance Functions. If there is any ambiguity or conflict, then the Scheme of Delegation takes precedence. If there is any ambiguity or conflict between Parts A to C and Part D, Parts A to C take precedence.

In implementing this Policy and Procedure the Governing Body, Headteacher and school and Trust Shared Service staff, must take account of any advice or instruction given to them by the GLT CEO, GLT Education Directors or Board of Trustees.

If there is any question or doubt about the interpretation or implementation of the Procedure, the GLT CEO, or GLT Education Directors should be consulted.

A.2 Approval and review

Maintenance of the Policy and Procedure is the responsibility of the GLT Directors of Education (Part A, B & C) and the Headteacher (Part D).

- The Policy and Procedure (Parts A, B & C) was approved by the Board of Trustees on 27 March 2026.
- The School Specific Procedures (Part D) were approved by the Governing Body on June 2026
- The Policy and Procedure is kept under review and updated where necessary by the Education Directors in line with statutory guidance.

A.3 Responsibilities

The following persons and bodies have a role in ensuring compliance with this Behaviour Policy and associated Procedures and providing and maintaining the Trust's expectations for behaviour in its schools:

The GLT **Board of Trustees** is responsible for monitoring the effectiveness of this Behaviour Policy and associated Procedures, and holding each Governing Body to account for their implementation.

It is the responsibility of the **Governing Body** and **Headteacher** of each school to ensure that their school and its staff adhere to this Behaviour Policy and Procedures.

A.4 Associated policies and procedures

This Behaviour Policy and Procedure are constituent part of the:

- GLT Student Welfare Statement.

The following Trust and School policies and procedures are directly related to and complement this Policy and Procedure:

- GLT Safeguarding Policy.
- GLT Suspensions and Exclusions Procedure.
- GLT Positive Handling and Restrictive Intervention Policy
- School Safeguarding Policy.

Part B

B.1 Policy Statement

The Board of Trustees of the Greenshaw Learning Trust believes that its schools have a responsibility to promote a culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.

This is achieved by establishing a Trust wide approach to maintaining high standards of behaviour that reflect the values of Greenshaw Learning Trust as set out in the Procedure.

This School Behaviour Policy and Procedure and any associated school rules and approaches will ensure that:

In all GLT schools:

- Schools have a consistent approach to behaviour management that is applied consistently and fairly to all pupils.
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to pupils at all times.
- Rewards, sanctions and reasonable force, where appropriate, are used consistently by staff, in line with the Behaviour Policy.
- The school will work to create an environment where removal from class and exclusion from school is not necessary because pupil behaviour does not require it.
- Removal from class, suspensions and permanent exclusions will only be used in response to serious or persistent breaches of this policy.
- Exclusions will only be used as a last resort.
- The Behaviour Policy and Procedure are understood by pupils and staff.
- Pupils are helped to take responsibility for their actions.
- When pupils are involved in behaviour incidents, their families are engaged to foster good relationships between the school and pupils' home life.

Part C - Procedures

C.1 Legislation, statutory requirements and statutory guidance

These procedures are based on legislation and advice from the Department for Education (DfE) on:

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

C.2 Definitions

Misbehaviour is defined as, but is not limited to:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Poor attitude.

Serious misbehaviour is defined as, but not limited to:

- 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 like interfering with clothes.
 - Online sexual harassment, such as unwanted sexual comments and messages. (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content.
- Vandalism.
- Theft.
- Fighting.
- Smoking, including vaping or related activity
- Racist, sexist, homophobic or discriminatory behaviour.
- Possession of any prohibited items. These are:
 - Knives or weapons.
 - Imitation weapons
 - Alcohol.
 - CBD products, such as oils, vapes and gummies.
 - Illegal drugs, including THC (Tetrahydrocannabinol) and any related products.
 - Stolen items.
 - Tobacco and cigarette papers, e-cigarettes and smoking related paraphernalia
 - 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).

C.3 School Behaviour Curriculum

The school has a behaviour curriculum which teaches pupils to do what is expected of them, including to:

- Behave in a safe and respectful way.
- Show respect to members of staff and each other.
- Arrive at lessons on time and be properly equipped and ready to learn
- In class, make it possible for all pupils to learn, support and promote a positive and disruption free environment.
- Move quietly, and calmly around the school as directed.
- Care for the school buildings and school property.
- Wear the correct uniform at all times, including to and from school and home.
- Accept sanctions when given, seeing it as an opportunity to correct wrong choices.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online, including travel to and from school.

Where appropriate and reasonable, adjustments will be considered to ensure all pupils can meet behavioural expectations.

The approach and rules used at our school are detailed in our school procedures, see Part D.3.

C.4 Classroom management

The school's teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They:

- Will create and maintain a stimulating environment that encourages pupils to be engaged.
- May display the behaviour curriculum or their own school rules.
- Will 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.
 - Following the school procedure for dealing with low-level disruption.
 - Using the rewards procedures to encourage positive behaviours.

C.5 Mobile phones

- In GLT Schools, mobile phones and smart watches are not allowed.
- Mobile phones and smart watches, and connected devices must be switched off and stored (out of sight) during the school day, and whilst on site, in accordance with the school's procedures (see section D).
- School procedures will follow DFE Searching, screening and confiscation guidance for confiscation of mobile phones.

C.6 Safeguarding

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

The Headteacher will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, the school will follow the school's Safeguarding Policy and Procedures, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

C.7 Responding to good behaviour

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

The Headteacher will ensure that positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. These will be outlined in the school's rewards procedures.

The approach used at our school is detailed in our school procedures, see Part D.7.

C.8 Responding to unacceptable behaviour

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

Staff expect classrooms and learning environments to be disruption free.

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

De-escalation techniques will be used to help prevent further behaviour issues from escalating.

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

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

Suspension or permanent exclusions will only be used in the most serious of circumstances.

The approach used at our school is detailed in our school procedures, see Part D.8.

Personal circumstances of the pupil will be taken into account when deciding on consequences and alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil. The school will have regard to the impact on consistency and perceived fairness when considering any alternative arrangements.

C.9 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils.

All members of school staff can use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.

- Committing an offence.

Reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents in writing, unless doing so would likely result in serious harm to the pupil.

When assessing risk and deciding whether to use reasonable force, staff will take into careful consideration any specific vulnerabilities of the pupils, including SEND, mental health needs or medical conditions.

When the use of reasonable force constitutes a restrictive intervention, the procedures set out in the GLT Positive Handling and Restrictive Intervention Policy must be followed.

C.10 Searching, screening and confiscation

Searching, screening and confiscation will only be conducted in line with [DfE Guidance on Searching, Screening and Confiscation - Advice for Schools](#).

C.11 Off-site unacceptable behaviour

School staff may apply sanctions where a pupil has misbehaved off-site when representing the school. This means unacceptable behaviour 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 the school.

Sanctions may also be applied where a pupil has behaved unacceptably 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.

The decision to sanction should only be made on school premises or elsewhere when the pupil is under the lawful control of a staff member.

C.12 Online misbehaviour

School staff 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.

C.13 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the Headteacher will report the incident to the police.

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

If a decision is made to report the matter to the police, the Headteacher will make the decision for who makes the report.

If police attend the school site and question a pupil/pupils as part of their investigation, the Headteacher will ensure that the pupil(s) is supported by an appropriate adult.

School staff will not interfere with any police investigation. However, school staff may continue to follow their own investigation procedure and enforce sanctions, as long as it does not conflict with the police investigation.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to the LADO if appropriate.

C.14 Zero-tolerance approach to sexual harassment and sexual violence

The Headteacher 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.

Individual schools have their own 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 and 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 the School Safeguarding Policy and procedure for more information.

C.15 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 a serious allegation, including one 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 the School Safeguarding Policy for more information.

C.16 Removal from classrooms

In response to serious or persistent breaches of this policy, and to ensure disruption free learning for all pupils, school staff may remove the pupil from the classroom for a limited time. The approach used at the school is detailed in the school procedures, see Part D.16.

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

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour, including disruption of the learning of others. 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.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Maintain the learning environment for 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 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 appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child has been removed from the classroom.

The Headteacher will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom, along with details of the incident that led to the removal, and any protected characteristics of the pupil on the school Management Information System (MIS).

C.17 Detention

School staff can issue detentions to pupils during break, after school or on weekends during term time.

School staff will inform pupil's parents in accordance with school procedures.

When imposing a detention, staff 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.

The approach used at our school is detailed in the school procedures, see Part D.17.

C.18 Suspension and permanent exclusion

The school will work to create an environment where exclusion from school is not necessary because pupil behaviour does not require it. However, suspensions and permanent exclusions are an appropriate, and essential, element of school behaviour management processes.

Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort. When making the decision to suspend or exclude, due consideration will be given to the impact of allowing the pupil to remain in school and the impact that this would have on the education and welfare of the pupil or others, such as staff or pupils in the school.

The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance (*Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement*).

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

See Part C.26 for further information.

C.19 Anti-Bullying

The school expects all children to be treated with respect and we respond decisively where bullying is found to be taking place.

There is no legal definition of bullying, however our definition of bullying is: the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. We recognise that bullying is a form of Child-on-Child Abuse.

Bullying is, therefore, behaviour that is:

- Deliberately hurtful.
- Difficult to defend against.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being deliberately and persistently unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

We will always take bullying seriously, using a range of proactive and reactive strategies to:

- Combat and prevent bullying.
- Prevent, de-escalate and/or stop any continuation of harmful behaviour.
- React to bullying incidents in a reasonable, proportionate and consistent way.
- Safeguard the pupil who has experienced bullying and to trigger sources of support. We recognise that bullying is a form of Child-on-Child Abuse and therefore support will be managed in accordance with the School Safeguarding Policy.
- Apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible.

Staff will be alert to the fact some groups of pupils may be more vulnerable to bullying, such as pupils with a disability and/or special educational need and will respond decisively to safeguard pupils.

The approach used at our school is detailed in our school procedures, see Part D.19.

C.20 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, school staff will consider them in relation to a pupil's SEND, although recognising 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, Headteachers will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid putting a disabled pupil at any substantial disadvantage as a result of 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 by the local authority and the school must cooperate with the local authority and other bodies.
- As a part of meeting these duties, the school will anticipate, as far as possible, behaviour expectations that a pupil may have difficulty meeting due to their SEND and/or all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This may include approaches such as:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long.
- Adjusting seating plans to ensure, for example, that accessibility arrangements are appropriate, that pupils have easy access to targeted support from the teacher, are removed from potential distractions, or are responsive to specific anxieties.
- Adjusting uniform requirements for a pupil with sensory issues.
- Training for staff in understanding conditions such as autism so that staff understand, for example, how to manage change of transitions for children who experience greater anxiety at these times.
- Use of appropriate spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

Any proactive support will take into account the specific circumstances and requirements of the pupil concerned.

Schools need to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Where a pupil's special educational need or disability may impact their ability to meet the expectations set out in the behaviour policy, it is important to identify the specific barrier they experience and put in place appropriate reasonable adjustments to support the pupil to meet the expectations. The impact of the support must be regularly evaluated. Some pupils with SEND will also require targeted or specialist support and / or intervention to meet the expectations set out in the behaviour policy. Where this is the case, this should be implemented using a graduated approach to assess, plan, do and then review the impact of any support being provided.

C.20.a Adapting sanctions for pupils with SEND

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

- Whether the pupil with a special educational need or disability was appropriately and/or reasonably supported to understand the rule or instruction, and meet the expectation(s) required of them?
- Where a pupil displays behaviours that present a risk of harm to themselves or others as a result of their special educational need or disability, were appropriate reasonable adjustments and support in place and consistently implemented for the pupils, including where this is required to achieve appropriate de-escalation?
- Whether the sanction is a proportionate means of achieving a legitimate aim

If the answer to any of these questions is no, it may be unlawful for the school to sanction the pupil for the behaviour.

Where a sanction is implemented, the headteacher will assess where appropriate reasonable adaptations will be made to the sanction. The headteacher will need to consider their duty to safeguard the pupil themselves, other pupils and staff when identifying how best to support the pupil following any incident where the education or welfare of others was placed at risk of serious harm. In these incidents, the Headteacher will consider whether a risk assessment will need to be undertaken in partnership with parents and, where appropriate, with the pupil themselves. Where appropriate, external partners, such as the local authority, could also be involved.

C.20.b Considering whether a pupil displaying challenging behaviours may have unidentified SEND

The special educational needs co-ordinator (SENCO), in partnership with other leaders (e.g. pastoral lead, attendance lead etc.), will 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, school staff will liaise with external agencies and plan support programmes for that child. School staff will work with parents to create the plan and review it on a regular basis.

C.20.c Pupils with SEN but without an EHC plan displaying challenging behaviours

For pupils with SEN but without an EHC plan, the school will review, with external specialists where appropriate, whether the current support arrangements are appropriate and what changes may be required. This review may result in schools requesting an EHC needs assessment or a review of the pupil's current package of support.

C.20.d Pupils with an education, health and care (EHC) plan

The special educational provision set out in the EHC plan must be secured by the local authority. The school will use its best endeavours, working with the local authority and other bodies, to secure the provision that a pupil's special educational needs call for.

If school staff have a concern about the behaviour of a pupil with an EHCP, the Headteacher will make contact with the local authority to discuss the concerns and if any additional support that might be required. Where it is identified that the provisions set out in the EHCP are no longer appropriate to meeting the needs of the pupil or where an alternative placement is being sought, the headteacher may request an early annual review. Requesting an early annual review should be considered prior to making the decision to suspend or permanently exclude.

The approach used at our school is detailed in the school procedures, see Part D.20.

C.21 Supporting pupils following a sanction

School staff will employ strategies for successfully reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension, including measures such as reintegration meetings, daily contact with identified staff and personalised behaviour goals.

The approach used at our school is detailed in the school procedures, see Part D.21.

C.22 Inducting incoming pupils

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

C.23 Preparing outgoing pupils for transition

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

C.24 Training

As part of their induction process, school staff are provided with regular training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs can impact behaviour. Behaviour management also forms part of continuing professional development.

C.25 Monitoring and evaluating school behaviour

Data will be collected on the following:

- Attendance, permanent exclusion and suspension.
- Incidents of searching, screening and confiscation.
- Behavioural incidents, including removal from the classroom.
- Use of pupil support units, off-site directions and managed moves.
- Incidents of bullying and discriminatory behaviour.
- Anonymous surveys for staff, pupils and other stakeholders on their perceptions and experiences of the behaviour culture.

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

- At Trust level.
- At school level.
- By age group.
- By vulnerable group.
- By protected characteristic.

Data will be collected, analysed and reported to the School's Governing Body.

The school will work with the Greenshaw Learning Trust Shared Service to interpret this data, and identify whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

The Headteacher will use data analysis to decide whether investigation is required to ensure that the school is meeting its duties under the Equality Act 2010.

Data will be collected, analysed and reported to The Greenshaw Learning Trust Board of Trustees.

C.26 Suspensions and Exclusions

Definitions:

- A **suspension** removes a pupil from school for a specific period of time. A pupil may be suspended for one or more fixed period, up to a maximum of 45 school days in a single academic year. Lunchtime suspensions are counted as half a school day. (Suspension is described in legislation as an exclusion for a fixed period.)
- A **permanent exclusion** involves a pupil being removed from the school roll. The decision to exclude a pupil permanently should only be taken:
 - in response to a serious breach or persistent breaches of the school's behaviour policy; and
 - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

The decision:

- Suspension and permanent exclusion may be used in response to persistent poor behaviour which has not improved following in-school sanctions and interventions or in response to a serious incident; permanent exclusion will only be used as a last resort.
- The decision to suspend or permanently exclude will be made by the Headteacher, in accordance with the DfE Guidance, the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

The process:

- When a Headteacher decides to suspend or permanently exclude a pupil they will inform the pupil's parents/carers immediately, usually by telephone, to allow them to ask any questions or raise concerns directly with the Headteacher.
- The Headteacher will then formally notify the pupil's parents/carers in writing, giving the reasons and how to make representations against the suspension or exclusion; and for a suspension describing the arrangements for the pupil to return to school. (*This may be by email if they have given written consent for notice to be sent this way*).
- Representations should be made in writing to the Clerk to the Governing Body - details of how to do this will be provided in the notification letter.

Review by a governors' Exclusions Committee:

- For:
 - i. a **permanent exclusion**;
 - ii. a **suspension** that would bring the pupil's total number of days out of school to **more than 15 days in one term**; or
 - iii. a suspension that would result in a **pupil missing a public examination or national curriculum test**:

Then an Exclusions Committee will meet within 15 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension/permanent exclusion, or may direct that the pupil is reinstated immediately or from a specific date.
- For a **suspension** that would bring the pupil's total number of days out of school to **more than 5 but no more than 15 school days** in one term AND the parents/carers **have** made representations:

Then an Exclusions Committee will meet within 50 school days of the notification from the Headteacher of the suspension/exclusion, to consider whether the pupil should be reinstated.

The parents/carers may make representations to the Committee, and the parents /carers and the pupil may attend the Committee.

The Committee may decide to uphold the suspension, or may direct the pupil is reinstated immediately or from a specific date.

For a suspension or permanent exclusion that would result in a pupil missing a public examination or national curriculum test, the Exclusion Committee must, as far as is reasonably practical, meet to review the suspension or permanent exclusion before the date of the examination or test.
- For a **suspension** that would **not** bring the pupil's total number of days out of school to **more than 5** school days in one term:

Then an Exclusions Committee will consider any representations from the parents/carers, if any are made, but will not meet with the parents/carers, and cannot direct reinstatement.

The meeting of the Exclusions Committee will be arranged by the Clerk to the Governing Body, who will communicate with relevant parties including the pupil's parents/carers.

Whether or not the parents/carers make representations or attend the meeting, they will be notified in writing of the decision of the Committee.

If a permanent exclusion is upheld, the parents/carers have the right to ask for a review by an Independent Review Panel - details of how to do this will be provided in the decision letter.

Reasonable endeavours must be made to arrange the meeting within the time limits stated and at a time that suits all relevant parties; but the Committee's decision will not be invalid simply on the grounds that it was not made within these time limits.

The process of suspension and permanent exclusion will be carried out in accordance with the GLT Suspension & Exclusions Procedure and the accompanying GLT Guidance.

Following a suspension or permanent exclusion:

- During the first 5 school days of a suspension or exclusion, the school will set and mark work for the pupil that is accessible and achievable by pupils outside of school; or the school may arrange alternative provision for the pupil.
- From the 6th day of a suspension, the school must arrange suitable full-time education for the pupil.
- From the 6th day of a permanent exclusion, the pupil's Local Authority must arrange suitable full-time education for the pupil.

Part D - School Specific Procedures

D.3 School Behaviour Curriculum and School Rules

At **Coombe Wood School** (CWS) our approach to behaviour management is firmly rooted in the **forming and maintaining of positive relationships with our students**. Everything we do here is with the intention of ensuring our students are giving themselves the best possible chance of success everyday throughout their Coombe Wood journey.

We have a values-led approach to our behaviour management and our **core values** are integral to the way we encourage, reward and influence our students to behave. We encourage and strive towards all students modelling these values in everything they do:

- **Teamwork** - working in partnership with their peers, their teachers and the wider support staff to ensure they are contributing positively to their own and others success
- **Respect** - demonstrating respect to others, and the school environment at all times
- **Enjoyment** - engaging in and making the most of the abundant opportunities here at Coombe Wood School
- **Discipline** - ensuring that they demonstrate discipline by getting the little things right all of the time (punctuality, uniform, entries and exits to lessons, conduct and language, etc)
- **Sportsmanship** - recognising what their day to day role is to support our goal and create an environment where everyone can be the best version of themselves

At CWS we reflect and consider what it means to be successful, not just within the confines of our school but in everyday life and in the world beyond education for our young people. Our unwavering high expectations, relentless focus on positive working relationships, and our encouragement for reflection echoes our vision for our students here and instils the values, behaviours and habits that not just allow them to be successful students, but successful people.

It is our belief that good behaviour improves every outcome. This is why we place strong emphasis on teaching students the behaviours and habits that we believe will lead to successful outcomes.

We use the language of consequence rather than sanction.

‘Punishment/sanction breeds resentment but consequences breed reflection.’

Our expectations for behaviour are designed with the following goal in mind: To create an environment where everyone can:

- **Be and feel safe**
- **Learn without distractions**
- **Be the best version of themselves**

Further details are available [HERE](#)

D.7 Responding to good behaviour

CWS recognises that praise is key to making students feel valued and ensuring that their work and efforts are celebrated. Rewards have the potential to; motivate and encourage students, recognise achievement, foster a healthy atmosphere of competition between individuals and year groups, promote a culture of achievement and hard work, and underpin and promote the characteristics of being a successful learner.

Where it is recognised a student has gone beyond the normal expectations, students will receive rewards and praise.

Praise and recognition is presented in many different forms. Examples may include:

- Praise - teachers openly recognise when students go above and beyond the norm
- Students are awarded achievement points based on their demonstration of our Core VALUES and Learning HABITS
- A weekly recognition letter from HOY's and Headteacher for consistently demonstrating our values
- Weekly recognition and tutor competitions in assemblies
- Rewards trips and vouchers
- Positive phone calls and emails home
- Rewards lunches with HOY/Headteacher
- Half-termly rewards assemblies
- Student of the year presentation
- Subject specific rewards

D.8 Responding to unacceptable behaviour

The school will use a range of consequences where it is deemed a student has fallen below the standard that can be reasonably expected of them.

The main purpose of a consequence is to encourage reflection from the student and to help them understand what is and is not acceptable within our setting.

Consequences reinforce the ethos of the school and uphold the CWS core values and expectations.

Inside or outside the classroom, any behaviours that are not in keeping with the CWS core values and expectations are dealt with in a manner that encourages reflection whilst maintaining positive relationships. Staff talk to students about why the behaviour they have displayed is not helpful to their school environment and how their actions work against everything we stand for as a school. Staff focus on the big picture, insist on positive body language and conduct, an understanding of community, and set the appropriate consequence.

Where deemed appropriate and necessary, the following consequences may apply (this is not an exhaustive list of responses):

- **Pastoral conversation**
- **Detentions**
- **Loss of privileges**
- **Community Service**
- **Internal Suspension**
- **Respite**
- **Direction off site** (The school has the right to decide to direct a student off site to an alternative mainstream school or other provision if despite support and intervention, the students behaviour persistently falls short of expectations and has an impact on the learning environment.)
- **Fixed Term External Suspension** (Students spend a period of time (usually 1-5 days but up to a maximum of 45 days in a single academic year) at home as a result of a serious incident of poor behaviour; refusal to comply with the Internal Suspension process; or a series of ongoing incidents of poor behaviour – decisions made by the Headteacher.)
- **Permanent Exclusion** (Students are permanently excluded from the School as a result of a very serious incident, an ongoing pattern of unacceptable behaviour which is having a significant impact on the learning or safety of the School community, or behaviours that make the promotion of positive discipline amongst the school community more difficult – decision made by Headteacher.)

A student may also be referred to attend an off site provision for a period of respite if unacceptable behaviour is persistent despite the necessary support and intervention.

It is important to recognise that sanctions in themselves will not automatically “fix” behaviour; in order for behaviour to improve, a student must learn to recognise why their actions may have been wrong and build a determination to act with greater consideration in the future. Clearly, alongside parents, all members of staff in the School have a responsibility towards teaching and modeling outstanding behaviour at all times.

The school follows a **Graduated Approach** to ensure a range of appropriate and individually agreed support is in place where it is felt appropriate. Some examples of this may be internal mentoring, external mentoring, positive behaviour support plans, student report cards, pastoral support plans.

External Suspension / Exclusions:

There are some lines that we will not tolerate any students crossing. If they do, it is likely that this could lead to a suspension or in more serious cases a permanent exclusion from our school. An indicative but non-exhaustive list would include:

- Rudeness to a member of staff
- Defiance towards a member of staff (i.e. refusing to follow the teachers instructions or requests)
- Aggressive/threatening behaviour towards a member of staff
- Bringing recreational drugs into school
- Being found to be in possession of a weapon (or intent to use an object as a weapon) of any sort including but not limited to; pen knives and BB guns
- Persistent bullying
- Involvement in a physical altercation
- Bullying
- Possession of vapes/vaping or any other banned items
- Persistent disruption of lessons or defiance
- A physical assault of a member of staff
- A physical assault of another student

This list is not exhaustive.

Coombe Wood School follows the statutory guidance hyperlinked below;

[Suspension from maintained schools - Academies and student referral units in England](#)

Internal Suspension:

Internal Suspension is an intervention step used to reduce the risk of a Fixed Term External Suspension. Students may be internally suspended for the following reasons:

- Truancing lessons / walking out of lessons
- Removal from lessons
- Persistent disruptive behaviour
- Defiance (i.e. refusing to follow the teachers instructions or requests)
- Rudeness to a member of staff
- Bullying
- Failure to attend Whole School Detention / Leadership Detention / HOY Detention
- 2 x removals in a calendar week
- 2 x trancies in a calendar week

This is not an exhaustive list and this sanction will be used at the discretion of the Deputy Headteacher / Headteacher.

If students are placed into Internal Suspension they will spend a full day out of circulation in the Supervision Room. In this instance students will be provided with independent work in line with their timetabled lessons and the scheme of learning during that phase of their learning.

Expectations during internal suspension:

- Full and correct academic uniform must be worn
- All necessary equipment must be brought to school
- Instructions must be followed first time
- A strong work ethic must be demonstrated throughout the day
- CWS values must be upheld at all times

Failure to meet these expectations will result in the day being repeated, or in more serious cases, an external suspension. Repeated days will be up to a maximum of 2 school days. At that point, persistent failure to meet expectations will result in an external suspension.

Refusal to go into Internal Suspension - will result in a one-day External Fixed Term Suspension with the day in Internal Suspension being completed upon their re-admittance to the school.

Respite:

Respite is a period of time where a student is directed off site to work at an alternative provision as directed by the school. This is not optional and neither does this require the permission of parents. Off site provisions may be alternative provisions, or another schools internal inclusion centre.

Work will be provided by Coombe Wood School in line with the current curriculum.

This may be deemed necessary where a student's behaviour consistently fails to meet expectations despite the issuing of above consequences and necessary support in place.

The purpose of a respite is to:

- Re enforce the seriousness of the students behaviour choices
- Provide an opportunity to break the cycle/pattern of behaviours the student has been displaying
- To encourage reflection on how the student can return to CWS with an improved approach to learning and therefore leading to better success

Off site behaviour:

Damaging the school's reputation is taken very seriously and will not be tolerated. The School will treat any such incidences of behaviour in line with the most appropriate intervention stage in the Behaviour Policy.

Students at CWS agree to represent the school in a positive manner exhibiting our core values as stated in the 'Home school agreement'. Students who consistently fail to demonstrate appropriate conduct and behaviour can be refused places on school visits and trips, the final decision in these situations will be determined by the pastoral team and members of SLT.

Staff may issue appropriate and proportionate consequences for students for misbehaviour off the school premises when the student is:

- Wearing school uniform.
- Traveling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a student at the school.

- Staff may also discipline students for misbehaviour off the school premises that, irrespective of the above:
 - Could negatively affect the reputation of the school.
 - Could pose a threat to another student, a member of staff at the school, or a member of the public.
 - Could disrupt the orderly running of the school.
 - Amounts to harassment or bullying (as further elaborated below) of another student (including the use of electronic devices)
 - Is illegal conduct

Sexual abuse and harassment:

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the **Child Protection Policy**.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other students are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

D.9 Mobile Phones

At Coombe Wood School we have a very clear stance on mobile phones and all other connected devices (airpods, headphones, etc):

- Phones and all other electronic devices should be placed away in a school bag or zipped blazer pocket at all times
- Phones must be switched off and not just placed on silent
- If a phone or other banned electronic device are seen, heard or found to be on whilst on site it will be confiscated.

Confiscations:

1st occasion - phone is confiscated for 24 hours. Phone can be collected at the end of the next school day

2nd occasion - phone is confiscated for 48 hours. Phone can be collected at the end of the 2nd school day.

3rd occasion - phone is confiscated for 5 school days. Parent meets with Head of Year to discuss phone use and arrangements for this moving forward.

D.16 Removal from classrooms

Classroom expectations will be communicated, regularly, through the behaviour curriculum, Tutor time, Assemblies and Class Teacher reminders.

We expect classrooms to be disruption free to allow students to be free to learn. We follow a 3-stage classroom management process:

- **STAGE 1 (Reminder of expectations)** - Students will be given one reminder if their behaviour falls short of our expectations or for any classroom disruption or behaviour that impacts their own or others learning
- **STAGE 2 (Warning and consequence)** - For a second breach of the classroom expectations a student will be given a warning that if their behaviour continues they will receive a consequence (behaviour point, class teacher detention)
- **STAGE 3 (Removal)** - If a students behaviour continues despite the reminder and the warning and is impacting on the learning environment they will be removed.

A removal means that the student will be referred to another classroom for the remainder of that period and then return to lessons. They will be issued with a same day 1-hour detention.

2 or more removals across a calendar week will result in a 1-day Internal Suspension, where they will be removed from their normal timetabled lessons and follow the online GLT out of lesson curriculum. They will also receive support from the Inclusion team to ensure a successful return to lessons.

D.17 Detention

Consequences for poor choices can play an important role in helping students to reflect and improve their understanding of what is and is not in line with our values. Every decision that is made from a behaviour focus has the intention to create and protect the best learning environment possible for all of our students at Coombe Wood School.

Our school makes use of a centralised daily detention system for certain whole school behaviour focuses. Notifications for these detentions will be sent to parents where possible. These detentions are until 16:00. Failure to attend a centralised detention will result in a 1-day Internal Suspension the following day.

Detentions are also set by class teachers where it is deemed a student has not met the threshold for a removal but has also not met expectations in terms of work or behaviour. If a student fails to attend a class teacher detention, the detention will be escalated to a Head of Department Detention for 90 minutes and again to a 2-hour Leadership Detention. Failure to attend a centralised Leadership Detention will result in a 1-day Internal Suspension the following day until 17:00.

During detentions, students will complete a reflection based on our core values and where appropriate will take part in a restorative conversation with the teacher in order to support better choices and more success moving forwards.

D.19 Anti Bullying Strategies

We have a zero tolerance approach to instances of bullying. We will not accept any behaviour in the school which causes children to feel unsafe. It defeats everything about the school. We are a 'listening school' where children tell us if they are being bullied, we believe them and act upon it. There is no universal definition of bullying, however the DfE recognises three things that may be features of bullying:

- Behaviour intended to cause distress
- Repeated behaviour intended to cause distress
- An imbalance of power between perpetrators and targets.

We believe in a restorative approach to resolving differences between students. Any repeated cases of bullying will be dealt with very seriously.

D.20 Recognising the impact of SEND on behaviour

We will have reasonable and proportionate expectations of all of our students. Students with SEND sometimes have a reasonable adjustment built into their provision at our school. This is always known by staff and communicated to parents. It is not usually a permanent arrangement and is reviewed to ascertain its impact. Our SENDCo is always consulted when our most serious consequences are decided upon. The SENDCo will attend reintegration meetings where needed and will work closely with the pastoral team to ensure the expectations of a child's conduct are in line with their needs and that the child is supported to reach our high standards. Mental Health and Wellbeing intervention is offered to students who need more bespoke care to start their school day well.

D.21 Supporting students following a consequence

The school will seek to make sure that the student understands the impact of their behaviour on themselves and others. Students will be made to feel they belong within the school community and be supported to engage in their learning. In some cases, the school may offer further support, possible examples listed below, not exhaustive:

- Mentoring by a trusted adult
- External mentoring and intervention
- Positive Behaviour Support Plans shared with staff with potential triggers and strategies for success
- Restorative conversations
- Reintegration meetings
- Intervention through inclusion services co-ordinated by SEND

- Support from local organisations
- Counselling
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the student, parents and staff of potential external support
- Behaviour curriculum education