



Statement of Behaviour Principles

Policy Reviewed by:	Suzy Hollett (HR Manager)
Date:	01.08.2026
Policy Verified by:	Sara Llewellyn (School Leader-CEO)
Date:	08.08.2026
Date for Next Review:	01.09.2027

Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils can 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.

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 school leaders and school staff,
- Searching, screening and confiscation: advice for schools,
- The Equality Act 2010,
- Keeping Children Safe in Education (Updated 2026)
- Working Together to Safeguard Children 2026
- Suspension and permanent exclusion from schools, and pupil referral units in England, including pupil movement,
- Supporting pupils with medical conditions at school,
- Special Educational Needs and Disability (SEND) Code of Practice.

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.

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.

Definitions

Explain your school's approach here. The points below are suggestions only and should be adapted to suit your school's specific circumstances.

Misbehaviour is defined as:

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

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, or sharing of unwanted explicit content.
- Vandalism, Theft, Fighting, Smoking, Racist, sexist, homophobic or discriminatory behaviour, and/or Possession of any prohibited items. These are:
 - Knives or weapons.
 - Alcohol or 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).

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:

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the school leader to account for its implementation.

The school leader

The school leader is responsible for:

- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour.
- Ensuring that staff deal effectively with poor behaviour.

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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.

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of 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 (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations.
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school's behaviour policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher 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.

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.

School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly around the school.
- Treat the school buildings and school property with respect.
- Always wear the correct uniform.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Responding to behaviour

Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged.
- Display the behaviour curriculum or their own 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.

Safeguarding

- The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.
- We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.
- Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

- When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.
- Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise.
- Communicating praise to parents/carers via a phone call or written correspondence.
- Certificates, prize ceremonies or special assemblies.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity.

Responding to misbehaviour

- When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.
- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
- All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.
- When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Detention at break or lunchtime, or after school.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.
- Referring the pupil to a senior member of staff.
- Letter or phone call home to parents/carers.
- Agreeing a behaviour contract.
- Putting a pupil 'on report'.
- Removal of the pupil from the classroom.
- Suspension.

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

Reasonable force

In considering the specific vulnerabilities of our pupils, including SEND, mental health needs and/or medical conditions, Maple Haven School do not use reasonable force or restraint.

Off-site misbehaviour

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

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

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

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil.
- Could adversely affect the reputation of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

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

- It poses a threat or causes harm to another pupil.
- It could have repercussions for the orderly running of the school.
- It adversely affects the reputation of the school.
- The pupil is identifiable as a member of the school.
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

Responding to a report 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 our child protection and safeguarding policy for more information.

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.

Serious sanctions

Detention

Pupils can be issued with detentions during break during term time.

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

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.

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.

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

Removal is a serious sanction 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.

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 and will be removed for a maximum of 60 minutes.
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the school leader.
- 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 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 [outline your approach here]:

- Meetings with learning coaches
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment
- Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

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 school leader and only as a last resort.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour.

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

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

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

- Taking reasonable steps to avoid 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.
- We will anticipate and remove triggers of misbehaviour, such as:
 - 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.

Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?
- If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.
- The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Pupils with an education, health and care (EHC) plan

- The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.
- If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

- Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:
 - Reintegration meetings
 - Daily contact with the pastoral lead
 - A report card with personalised behaviour goals

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school.
- How SEND and mental health needs can impact behaviour.
- Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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, screening and confiscation.

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys) .

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.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

The following principles are suggestions only. Adapt this statement to suit your school's circumstances.

- 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 always set an excellent example to pupils
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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