

Milldene Primary School Behaviour Policy

Expectations and Guidelines



"Living and learning together"

Aims of the Policy

- 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
- To have a consistent whole school approach to maintaining high standards of behaviour that reflect the values of the school.
- To foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To make boundaries of acceptable behaviour clear and to raise awareness about appropriate behaviour and consequences of unacceptable behaviour.
- To define what we consider to be unacceptable behaviour, including bullying and discrimination.
- To encourage increasing independence and self discipline so that each child learns to accept responsibility for his/her own behaviour.

Milldene Primary School

Rights and Responsibilities

Rights of Pupils

- To be able to learn to the best of their ability.
- To be treated fairly and with consideration and respect.
- To be listened to by the adults in the school.
- To feel safe.
- To be made aware of the expected standard of behaviour they should be displaying at school
- To be made aware of the school's key rules and routines
- To be made aware of the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- To know the pastoral support that is available to them to help them meet the behavioural standards
- 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.

Rights of Staff

- To be treated with respect, by pupils, parents and colleagues.
- To be able to teach without unnecessary interruption.
- To feel safe

Responsibilities of Pupils

- Treat others with consideration and respect.
- Listen when it is someone else's turn to speak.
- Follow instructions from teachers and other staff.
- Ask for help when it is needed.
- Do my best.
- To follow the school's key rules and routines

Responsibilities of Staff

- Telling pupils what is expected of them.
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Implementing the behaviour policy consistently
- Listening to and treating pupils and parents fairly and with respect.
- Model expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

Rights of Parents

- To be sure their children are treated fairly and with respect.
- To know that their children are safe.
- To be able to raise concerns with staff and to be told when there are difficulties.

Rights of Governors

- To be treated with respect by pupils, parents and staff.

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

Responsibilities of Parents

- To get to know the school's behaviour policy and reinforce it at home where appropriate
- Support the school rules.
- 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, whilst continuing to work in partnership with the school
- Treat staff and other people's children with respect.
- Value the professional judgment of teachers.
- Take part in the life of the school and its culture

Responsibilities of Governors

- Supporting parents and the school in improving levels of behaviour.
- Reviewing and approve 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

Rights of Headteacher

- To be treated with respect by governors, pupils, parents and staff.
- To feel safe

Responsibilities of Headteacher

- Reviewing this policy in conjunction with the governing
- 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 poor behaviour
- 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

Celebrating Achievement

At Milldene Primary School we believe in celebrating children's achievements and good behaviour.

Praise is the most powerful way of influencing children's behaviour

At Milldene, we aim to reward and praise children for their good efforts. Recognising, sharing and celebrating achievement is an important part of our lives. Such an approach creates a positive environment in which children can develop an understanding of relationships with others and a sense of self-discipline.

This happens in a variety of ways. Teachers are encouraged to send children who have worked hard to achieve a particular target to the SLT for praise and acknowledgement.

SLT carry out regular drop ins to praise those who have stayed on green.

It is important that good behaviour is acknowledged and rewarded for all pupils; whether they are consistently cooperative or hard working or they have succeeded in correcting inappropriate behaviour and/or work patterns.

Most children respond to small rewards and much can be accomplished both in the classroom and around the school by well-placed words, smiles and gestures.

Teachers and support staff are encouraged to use non-verbal cues to refocus anyone who is distracted, without having to stop learning and pair this with relentless praise and house points for what pupils are doing well.

Reception – Year 6 Whole school – House Points

House Points are awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness etc

Every child in Reception - Year 6 is a member of a House Team. We have 4 houses:

Curie - yellow

Attenborough - green

Farah - red

Earps - blue

- Each class has a laminated poster showing teams and names
- House Points are also awarded in class and around the school for good work, kindness, good behaviour, positive attitude, helpfulness, wearing correct uniform, PE kit, handing homework in on time etc
- Whenever a child receives a point s/he writes it on the class chart
- The house points from all classes are added together each week and the winning house announced in assembly.
- At the end of each term the winning house receives a reward

Whole School Awards

Every Friday class teachers in Reception - Year 6 choose two pupils from their class to receive a **Wow Award Certificate**. This could be for good behaviour, good work, extra effort, improvement in a particular area. The certificates are presented to the children in our celebration assembly on a Friday and their names are put in the weekly newsletter. Pupils can also be awarded a courtesy award from any member of staff, for showing courteous behaviour around the school.

Class Rewards

Each class at Milldene works towards a class sticker chart each half term. The stickers which are given are linked to each of the school's core skills. On successful completion of the class target, a class chosen treat will be awarded.

Individual Rewards

Each teacher will use a variety of strategies to reward good work and behaviour e.g.

- Praise - at an individual level or class level, e.g. a smile, thumbs up, saying well done about something specific
- Stickers and stars
- Teacher marking comments.
- House points
- Responsibilities given to an individual as a privilege
- Special Rewards, e.g. children are sent to receive a reward from another member of staff or the Headteacher
- Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing

Stay on Green

Overview

Good to be Green Scheme

The Good to be Green scheme provides:

- All pupils with the opportunity to make positive choices about their behaviour and influence outcomes
- An integrated system within daily teaching that promotes positive behaviour and effective behaviour management skills
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour
- Whole class/school and individual reward system
- The least intrusive approaches to manage behaviour
- Teaching of specific behaviours and routines

Pupil Code of Conduct

To 'Stay on Green', we will.....

1. Listen to and co-operate with each other.
2. Treat staff and each other with politeness, kindness and respect.
3. In class make it possible for all pupils to learn
4. Work to the best of our ability.
5. Move safely and quietly around school.
6. Respect each other's property.
7. Treat the school buildings, school property and each other's property with respect.
8. Wear the correct uniform at all times.
9. Accept sanctions when given.
10. Refrain from behaving in a way that brings the school into disrepute, including when outside school

Good to be Green principles:

- The school day is divided into 2 sessions, morning and afternoon.
- Each class has a behaviour chart and each session all children begin on green to demonstrate the expectation that the session, both in class and in the playground, will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices, and their card on the chart will be turned over.

Stage 4 Red + (sent to member of SLT)	Stage 3 Y4-6 lose 20 mins lunch Y1-3 10 minutes lunch supervised by SLT Reception 5 minutes time out in class	Stage 2 Lose 5 minutes of break/lunch supervised by class teacher if not moved back to green during session	Stage 1 V (verbal warning)	
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All pupils start on green

← Negative choices

Positive choices →

Sanctions/Consequences

Before moving a child's name down the 'stay on green system' children will be reminded of our expectations of them. To avoid behaviour escalating we use a range of techniques to encourage children to make good choices (appendix ii). Staff refer children to their class rules as a reminder. However, if a range of strategies have been tried and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

The following colours are consequences

Year 1 – 6

Stage 1 The child is given a final verbal warning (green card is turned over to represent a verbal warning). At this level the class teacher is looking for opportunities to move the child back to green.

Stage 2
Yellow If a child's behaviour doesn't improve, the card is turned to yellow by the teacher. If a card is moved to yellow, children lose 5 minutes at break or lunch supervised by class teacher, however if the child moves back to green in the session they are not kept in. At this level the class teacher is looking for opportunities to move the child back to green warning and hopefully green and not lose 5 minutes or escalate to red.

Yellows which have resulted in a loss of 5 minutes are to be logged on the class good to be green monitoring sheet spreadsheet. If a child has 3 yellows in a week, the class teacher will contact parents/carers. The teacher will record this on CPOMs and alert the phase leader.

Stage 3
Red

If a child is moved to red, Y4-6 children will lose 20 minutes of lunchtime and Y1-3 10 minutes of lunchtime in the Headteacher's office or a classroom supervised by a member of SLT. If a child reaches stage 3, a 'Lunchtime Reflection Form' must be completed. The child completes the reflection sheet with SLT.

Having reached stage 3 the child is expected to be on their best behaviour

If a child gets moved to red in the afternoon, record on class sheet as they will have a lunchtime reflection the following day.

Lunchtime reflection is recorded on CPOMs by a member of SLT.

Stage 4
Red +

If the child's behaviour does not improve they should be referred to a member of SLT. The class teacher should complete the Referral to SLT form and SLT will log this on CPOMs.

High level unacceptable behaviour will automatically move a child to stage 4 Red+. The child will complete a reflection sheet with SLT.

If a child has 3 lunchtime/SLT referrals within a half term a member of SLT will contact the parent/carer and record on CPOMs

Any serious incidents and the parent/carer will be contacted on the day

Some of the following sanctions may be used:

- Playtimes and lunchtimes may be missed; these will be supervised by the SLT.
- Pupils put it right with verbal/written apologies
- Withdrawal of privileges/responsibilities e.g. school council, monitor responsibilities
- The withholding of participation in before and after school clubs, educational visits or sporting events that are not essential in the curriculum.
- Being placed on Headteacher's Behaviour Report
- The completing or redrafting to an acceptable standard of classwork or homework as required
- The child may receive an internal exclusion.
- Letter/ telephone call to parents
- Staggered day exclusion (starts at 10am and finish at 4:30pm)
- The use of lunchtime, fixed and permanent suspensions
- Fixed term suspension

Internal exclusion

This type of exclusion emphasises the fact that there has been a serious breach of the school rules. The exclusion requires the sanction of a member of the SLT, under the authority of the Headteacher. Parents are informed of the reasons for the internal exclusion and the pupil is withdrawn from all lessons and breaktimes. Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

Staggered day

This type of exclusion emphasises the fact that there has been further serious breach of the school rules after an internal exclusion. A staggered day exclusion requires the sanction of a member of the SLT, under the authority of the Headteacher.

Parents are informed of the reasons for the Staggered Day Exclusion and the pupil is withdrawn from all lessons and breaktimes and attends school between the hours of 10am and 4:30pm.

Work provided by the class teacher is done under supervision of a member of staff, usually a member of the SLT.

The above may also be accompanied by other measures such as:

- Referral to the SENCO where an Individual Behaviour Plan will be put into place to support the child and the family.
- Pastoral support programme
- Referral to outside agencies CAHMS
- Placement on inclusion register

Fixed term and permanent suspension

Suspension is used only for very serious incidents or when other methods of support have not been effective. Only the headteacher (acting head in her absence) has the authority to exclude a child from the school. A pupil may be excluded for one or more fixed periods, for up to 45 days in any school year. The headteacher may also suspend a pupil permanently. If a pupil is suspended, the parents are informed immediately, giving reasons for the suspension. The parents, if they wish, may appeal against the decision to the governing body. The school informs the parents how to make such an appeal. The Local Authority and the governing body are informed about any suspension.

Removal from classrooms

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.
- Allow the disruptive pupil to continue their learning in a managed environment.

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

- Meetings with SLT
- Referral to SENCO
- Use of learning support assistants
- Individual behaviour plan
- Use of outside agencies

Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 in the bound and numbered book and reported to parents

Off-site behaviour

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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

Malicious allegations

Allegations of abuse will be taken seriously, and the school will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality while an allegation is being investigated.

Pupil support/Special educational needs

As a fully inclusive school, we understand that some children need extra support. Staff are trained in behaviour management including de-escalation, calming down techniques and how to deal with challenging behaviour.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. A child may have an Individual Behaviour Plan and a separate system for rewards and sanctions in addition to the whole school rewards and sanctions. This is agreed by the SENCO, parents/carers, adults working with the child and the child itself.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them.

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 and safeguarding policy.

Parental Involvement

Parents have a vital role to play in any behaviour policy adopted by a school. The behaviour policy should be shared with all parents. If a child's behaviour should become a concern then the parents will be involved as soon as possible in a positive approach to help the child.

Parents can support our approach to behaviour by:

- Supporting the school rules.
- Showing an interest in their child's education e.g. valuing their child's work, attending open evenings and class assemblies and concerts.
- Discussing problems or differences of opinion at an early stage with the class teacher or Headteacher, to avoid misunderstandings.
- Valuing the professional judgment of teachers.
- Treating staff and other people's children with respect.
- Teaching their child to speak to an adult and not retaliate.
- Following the Home School Agreement
- Following the Health and Safety rules.

If a parent has any concerns about behaviour, it is school policy that they initially approach the class teacher.

Children's Involvement

It is very important for the children of Milldene School not only to understand the behaviour code, but also to regard it as their own.

Although it is difficult to draw up a definitive list of examples of unacceptable behaviour, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour. Children should be aware that low level inappropriate behaviours are not tolerated at Milldene Primary School

In all cases of behaviour which interferes with children's learning or that poses a danger to others, the incident must be recorded and referred to a member of SLT.

High Level	Low Level
These behaviours may automatically move a child to stage 3/4	The following are examples of behaviour which may result in sanctions.
Continued and persistent low level behaviours despite several adult interventions	Funny background noises- whistling, humming, whispering, muttering
Bullying (refer to bullying policy)	Throwing things at each other
Dangerous refusal to follow instructions	Talking over the teacher
Stealing	Name calling
Racism, Homophobia, Sexism	Play fighting
Blatant Refusal	Ridiculing/laughing at someone
Swearing	Not treating school equipment properly
Vicious fighting – hitting, punching, kicking, pushing	Annoying touching/poking pupils
	Calling out in class
Violent and aggressive behaviour (attacking adult/pupil, throwing objects in anger with intent to hurt, knocking and kicking furniture over)	Spoiling another pupil's work, clothes, property
	Getting up and moving around
	Not moving sensibly in class/around school
Running out of class	Not responding to instructions
Possession of an offensive weapon	Excluding others
Wanton damage to property	Banging, tapping chair/equipment
Sexual violence or sexual assault (intentional sexual touching without consent)	Not complying to school uniform code
Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> • Sexual comments • Physical behaviour like interfering with clothes • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), 	Non-completion of classwork or homework
Possession of any prohibited items. Eg <ul style="list-style-type: none"> • Knives or weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers 	

Monitoring and Review Procedure

Our school is not a static community; it is constantly growing and changing. The policy and its effects will be monitored regularly through School Council, the Senior Leadership Team and Governors. It will be reviewed at the start of each school year in light of the school's growth and development as a community.

Other Related Policy Documents

- Anti Bullying Policy
- Safeguarding and Child Protection Policy
- SEN Policy
- Equalities Policy

Approved by Governing Body February 2024

Next review date February 2025

(Appendix i)

Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and 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 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 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.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

(Appendix ii)

Strategies for managing behaviour:

- Encouraging children to make the right choices. That is children taking responsibility for their behaviour, making good choices and developing the skills to resolve conflict amicably.
- **Directing pupil to desired behaviour**- “I’d like to see you sitting quietly” (using the ‘broken record’ approach to avoid being drawn into discussion with the pupil)
- **Zones of regulation** – the Zones of Regulation is based around the use of four colours to help children self-identify how they’re feeling and categorise it based on colour. The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they’re in. At the centre of the Zones of Regulation is the acceptance that there is no ‘bad’ emotion. However we all have a responsibility to act in an appropriate way.
- **Take up time**- giving the pupil time and space to follow an instruction as though they are trusted to comply
- **Praise** of pupils ‘doing the right thing’
- **Adding ‘thanks’** to an instruction, to show that you are expecting compliance: ‘could you just pick up that pencil? Thanks!’
- **Rule reminders**- ‘remember the rule for that and use it thanks;
- **Modelling** the desired behaviour- eg. Talking quietly to set the tone
- **Partial agreement** (for avoiding argument/discussion over behaviour)- ‘you may think it’s unfair, but we’re lining up now’
- **‘when...then’**: following what you want with what the pupil wants- ‘when you have picked your chair up then you’ll be ready to go’
- **Pause...direction**- make eye contact with the pupil and give them a moment to self-correct before issuing a direction
- **Mentioning the pupil by name**
- **Distraction and diversion**- good for avoiding a potential confrontation
- **Reminder of past successes**- that a pupil has managed this situation previously
- **Refocus**- ‘what do you need to do next?’
- All opportunities to praise desirable behaviour should be taken.
- **Tactical ignoring**- good for managing attention-seeking behaviours (time limit and follow up strategy)
- **Catching pupil’s eye** and miming desired behaviour
- **Private word**
- **Proximity**- standing close to pupil misbehaving
- **Pointing out the behaviour/context** and allowing the pupil to self-correct- ‘you’re calling out/ we’re doing quiet reading’ (+ broken record)...follow up with a prompt such as ‘what should you be doing?’
- **Give the child a choice**, always explaining reasons and consequences - ‘if you choose to talk whilst I am explaining, I will have to move your name to blue/yellow
- **Be firm** without confrontations.

Supportive strategies:

- Involve the parents at the earliest stage or at an appropriate stage.
- Involve the whole class in helping the child work or behave well.
- Involve the whole class in implementing agreed strategies.
- Consult with the SENCO/SLT on appropriate course of action
- Consult with outside agencies where appropriate.

Inappropriate sanctions:

- Removal from the classroom to the corridor.
- Excessive use of appropriate sanctions.
- Use of unrealistic or unenforceable sanctions.
- Referral to a member of the SLT too early or for minor wrongs.
- Children should not be asked to put fingers on lips.
- Corporal/physical punishment is not permitted under any circumstances (hands on head can be construed as physical punishment)
- Sitting on the floor (isolated). This does not include the carpet.

Classroom management

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
- Display the pupil code of conduct 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 session/next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing

(Appendix iii)

Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

It is also based on the [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 give schools the authority to confiscate pupils' property