



SAVS Behaviour for Learning Policy

Version	1.1
Rationale	Statutory
Document author	J Corbitt
Creation date	October '25
Approved by	FGB
Approval date	08/12/2025
Review frequency	Annually
Document location	Website
Responsible governor	FGB
Further enquiries	main@southascotvillageschool.org.uk

Version	Date	Author	Status Draft, Approved	Version History Creation, Update, Archive
1.1	24/10/2025	J Corbitt	Draft	Creation
1.1	08/12/2025	N/A	Approved	

Contents

Adults Change before Everything Changes*	3
What this means for Staff	3
What this means for Parents	3
Expectations & The Language of Behaviour	4
Foundations for Positive Behaviour	5
Zones of Regulation	5
Emotional Regulation	5
The 3Rs	6
Routines for Positive Behaviour	7
Recognition for Positive Behaviour	7
Management of Unexpected Behaviour	9
Behaviour Management	10
Exclusions	11
Internal Exclusion and removal from classrooms	11
Suspensions and Permanent Exclusions	11
Detentions	11
Screening and Searching	11
Reasonable Force	12
Mobile Phones	12
Safeguarding	13
Beyond the school Gate	13
Online Behaviour Incidents	13
Malicious Allegations	13
Wraparound Care and After-School Provisions	14
Definitions	14
Prohibited Items	14
Bullying	15
Legislation, Statutory Requirements and Statutory Guidance	15

Adults Change before Everything Changes*

We are maintaining positive behaviour culture by being **clear** and **consistent** with our expectations, providing a safe and supportive environment with routines that support good choices, and managing interactions, incidents, and events firmly, fairly, flexibly and with forgiveness.

Members of the school community are expected to treat themselves, each other and the school's physical environment with consideration and respect. At all times, members of the school community are expected to be polite, cooperative, and friendly.

**For further reading: our policy is based on the principles developed by behaviour expert Paul Dix.*

What this means for Staff

Children follow **people before rules**. Staff recognise their role in influencing behaviour and commit to **consistency**: in how they model and praise expected behaviour, and challenge unexpected behaviour.

Staff recognise that their approach to the Curriculum, Teaching and Learning - delivered through Quality First Teaching and resulting in engaged and motivated children - is the most significant influencer of a positive behaviour culture.

Staff also recognise that children's conduct is influenced by the general school environment: made up of physical spaces and resources, in addition to people and routines.

SAVS **Strategies** for sustaining a positive behaviour culture include:

- Public praise and private criticism
- Two stars and a wish (2 x positives before every negative)
- Recognition that behaviour is communication
- Offering choice as often as possible
- Building relationships and listening to children
- Scanning and pre-empting unexpected behaviour
- Scanning and catching good choices

At SAVS, our approach is guided by:

- Foundations for Positive Behaviour
- Routines for Positive Behaviour
- Management of Unexpected Behaviour

These approaches are detailed within this Behaviour for Learning policy.

What this means for Parents

Parents significantly influence pupil behaviour, and most members of the school community model expected behaviour. It is important to work in partnership with parents and carers to support their child's

learning. We expect parents and carers to work together with staff in the best interests of children. This means treating each other with respect and setting a good example with speech and behaviour.

In all interactions with staff, we expect parents and carers to seek a peaceful solution - and approach the right member of staff - to resolve issues of concern when they arise.

The school does not tolerate disrupting, or threatening to disrupt, school operations, swearing, or using offensive language, displaying a temper, or shouting at members of the community. This extends to sending of abusive messages or posting defamatory, offensive, or derogatory comments about the school, its staff or any member of its community, including via email or social media.

Where necessary, parental conduct is addressed via a **Stage 1** (reminder), **Stage 2** (warning) and **Stage 3** (action) process.

Any incidents of adult members of the school community falling short of the expectations outlined in this policy must be referred to the Headteacher.

Expectations & The Language of Behaviour

The three school rules are: **Ready**, **Respectful** and **Safe**. This is the language we expect to hear when adults and children discuss behaviour.

Ready

For example, arriving to school on time, having the correct equipment out and ready for learning, looking and listening to the person speaking, following instructions the first time, lining up sensibly, wearing the correct uniform and being prepared to take part positively in every lesson and activity throughout the day.

Respectful

For example, listening carefully, valuing the ideas, beliefs and backgrounds of others, holding doors open for adults and peers, always using polite language, showing pride in and care for the school environment and resources, keeping toilet areas clean, using people's names kindly and thanking others for their help and support.

Safe

For example, walking calmly around the school, moving sensibly in classrooms, only leaving rooms with permission, staying in designated areas during break times, telling adults when something is wrong, staying safe online, making responsible choices within our community and taking care each other through words and actions.

Expected behaviour is behaviour that gives the people around you good or comfortable thoughts about you. **Unexpected behaviour** gives the people around you uncomfortable thoughts about you.

Foundations for Positive Behaviour

Proactive prevention is the foundation for positive behaviour at South Ascot Village School. Children who can self-regulate and control their emotions are better prepared to exercise conscious control over their choices.

Zones of Regulation

Zones of Regulation teaches pupils to identify their feelings and behaviour, regulate effectively, and select the right tools for managing their thoughts, feelings and behaviours. Through Zones of Regulation, pupils are encouraged to focus on positive solutions to problems and understand how their behaviour influences the thoughts and feelings of others.

The Zones of Regulation are understood through four colours and their associated feelings, displayed in age-appropriate ways around the school, in every classroom on each staff member's lanyard:

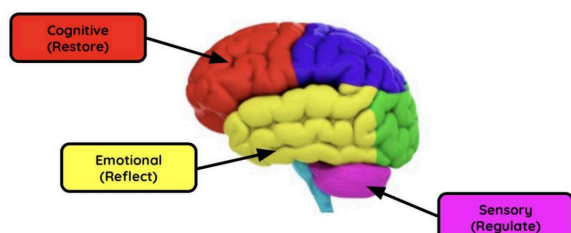
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/angry
Sick	Calm	Worried	Terrified
Tired	Feeling okay	Silly/wiggly	Yelling/hitting
Bored	Focused	Excited	Elated
Moving slowly	Ready to learn	Loss of some control	Out of control

Emotional Regulation

Knowledge of the process of **Emotional Regulation** (Gross 2014) helps adults and children work together to develop personalised individual behaviour plans:

1. Situation selection (avoid the situation)
2. Situation modification (change something about the situation, support)
3. Attentional deployment (think of something else, distraction)
4. Cognitive change (think differently about it, rationalise)
5. Response modulation (reflection – what to do differently next time)

Through knowledge of **Restorative Practice**, adults help children work their way out of incidents of unexpected behaviour. This is especially helpful where a child is showing distressed or dysregulated behaviour prohibiting their capacity for behavioural change or making good choices in the moment.



The brain works for the bottom up. Children must be regulated (feeling safe and calm) and feel cared for (through positive relationships) before reasoning (learning) can occur.

The 3Rs

Regulate

Adults support the child by helping them regulate before moving on to reflect and restore. This involves supporting the child to feel physically and emotionally settled so they can feel connected and comfortable.

Staff refer to Zones of Regulation to help with this stage but other activities might include an outdoor walk, sensory circuits, sensory snacks, movement breaks, distraction, safe spaces, or mindfulness activities including colouring.

Reflect

Adults support the child by listening empathetically about the behaviours. They do this by mirroring, accepting and validating the child's experiences and feelings, reflecting on what is heard in manageable chunks, and using soothing tones.

Questions might include: What happened? What were you thinking about at the time? What have your thoughts been since the incident?

Restore: Reason & Repair

Adults support the child by exploring what effects the behaviour might have had upon other people, helping the child see things from the perspectives of others. They will discuss what could be done to repair the harm. Apologies and restorative actions will help the child move on but they are not the goal.

Questions might include: Who do you think has been affected by your actions? In what way were they affected? What do you need to do now to make things right?

Routines for Positive Behaviour

We **plan our influence** on positive behaviour through roles and routines that *nudge* children towards expected behaviour.

Routines	Description
Start of day / entry to classrooms	<ul style="list-style-type: none"> Adults meet and greet Children at the door. Children follow visually defined steps for 'ready' Children complete a focused task
Re-entering the school building <i>e.g. after break, PE or an outdoor activity</i>	<ul style="list-style-type: none"> Adults blow a first whistle Children stop moving Adults blow a second whistle Children line up to show they are 'ready' Designated adults lead the lines into class
Exiting the canteen	<ul style="list-style-type: none"> Adults raise hand and stand in silence Children copy to show they are 'ready' Children exit the canteen in lines class-by-class
Class transitions around the school <i>e.g. to the hall for assembly/PE, or to the library</i>	<ul style="list-style-type: none"> Children line up in silence to show they are 'ready' Adults lead the class in a single line
End of day exit from the classrooms	<ul style="list-style-type: none"> Children remain seated until called Adults call Children to the door one-by-one
Classroom Ambassadors	<ul style="list-style-type: none"> Adults appoint and prepare 'Classroom Ambassadors' Adult visitors enter a room Nominated class members introduce class and current activity
House Captains	<ul style="list-style-type: none"> Year 6 Teachers appoint two House Captains per house House Captains track House Points House Captains update the House Point display House Captains announce House Points in Celebration Assembly Headteacher publishes House Points in the Newsletter
Prefects	<ul style="list-style-type: none"> Year 5 and Year 6 each appoint three Prefects Prefects exemplify school values, rules and expectations Prefects are trusted with 10 reward stickers per term to give out as they please in recognition of positive behaviour Headteacher celebrates pupils who have received a prefect sticker in Celebration Assembly
Uniform	<ul style="list-style-type: none"> Adults address non-conformity with uniform policy in morning registration Adults phone concerns about uniform through to parents where persistent
Curriculum	<ul style="list-style-type: none"> Every classroom has a display, and every adult has a lanyard tag, relating Zones of Regulation Every classroom has a class charter with rules based upon Ready, Respectful and Safe Zones of Regulation is taught explicitly within the PSHE curriculum Every classroom has a 'regulation station' where pupils can self-refer for reflection and self-regulation
Visitors	<ul style="list-style-type: none"> Visitors are invited to nominate any pupil for a reward sticker
Home School Partnerships	<ul style="list-style-type: none"> All families sign up to the Home School Agreement
Out of Class / Off the Playground bands	<ul style="list-style-type: none"> TBC

Recognition for Positive Behaviour

Routinely recognising Positive Behaviour is key to demonstrating our commitment to consistency.

Recognition	Description
House points	Issued throughout the school day. Monitored by House Captains. Celebrated on Hall Display and in Celebration Assembly.
Star of the day	Awarded by Class Teachers at the end of every day (Sticker). Celebrated in Class at the end of each day. Referenced in Celebration Assembly: "Stand up if you've been a Star of the Day this week."

Star of the week	Awarded by Class Teachers for each Academic and Life Skill. Certificates presented in Celebration Assembly and parents invited to attend as a 'surprise'. Badges awarded alongside the Life Skill certificate. Children named in termly Newsletter. Teachers announce the reasons for their nominations.
Visitor Award	Visitors to the school are issued with a 'Great' or equivalent sticker. They can issue them to any child who they think exceeds the expected standards of readiness, respectfulness or safety . Referenced in Celebration Assembly: "Stand up if received a sticker from a visitor this week."
Prefect Award	Prefects are issued with x10 'Prefect Award' stickers per term. They can issue them to any child who they think exceeds the expected standards of readiness, respectfulness or safety .
Golden book (Headteacher's Award)	Class Teachers can refer children, at any time, to the Headteacher with classroom work that exceeds expectations in terms of effort or success . Their work will be copied and placed into the Headteacher's Golden Book immediately, and a Headteacher's Award sticker placed in their book/outcome.
Postcards	Adults can write a 'Quick note to say...' on the SAVS Postcard to celebrate achievements in the school day. Children are given these on the day to take home and talk to their parents about.

Management of Unexpected Behaviour

Before addressing incidents of disruption or unexpected behaviour, staff consider their:

- Position in the class/room
- Proximity to the disruption / behaviour
- Posture, facial expression and tone of voice
- Choice of words
- Use of eye contact
- Own feelings

All staff, regardless of role, are encouraged to communicate their confidence and authority for reducing the metaphorical temperature and managing behaviour incidents to consequence and restoration.

For children's successful integration and inclusion into the school community or wider society, they must learn that all actions have consequences. The principles in which consequences are based at SAVS are that they are reasonable, proportionate and necessary to support restoration and signal to a child when behaviour is unacceptable.

Where low-level unexpected behaviour is observed, adults positively reinforce behaviour expectations by: giving a **positive reminder** in relation to the school rules; repeating if necessary and including a **linked consequence**; and, giving an **instruction for change** if the unexpected behaviour continues.

Where these steps have not resolved the issue, adults use their professional judgement to manage the incident using the consequences on the next page*.

Adults are careful not to be drawn into **secondary behaviours** and will always focus on the **primary behaviour** when addressing and issuing consequences for unexpected behaviour.

**Staff always consider potential safeguarding concerns in relation to behaviour incidents, follow the safeguarding and child protection procedures for these. The actions and reporting arrangements detailed below do not supersede or replace safeguarding practice.*

Behaviour Management

Description	Actions
<p>Good Behaviour. Choices exceeding school values or rules.</p>	<p>Immediate verbal recognition. Use of tools for recognising positive behaviour. See <i>Recognition for Positive Behaviour</i>.</p>
<p>Expected Behaviour. Choices meeting school values or rules.</p>	<p>Recognise verbally where this benefits the choices of children in the vicinity. Consider tools for recognising positive behaviour.</p>
<p>Unexpected Low Level Behaviour. Behaviour falling short of values or rules. Dealt with by ALL STAFF.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> calling out; tapping, fidgeting, swinging on chairs; distracting others; work avoidance; uniform, presentation & appearance; disruption or disorderly conduct; unauthorised absence from lessons; and, unauthorised access to areas of the school grounds 	<p>Regulate: Positively reinforce behaviour expectations (3 step) and refer to the Zones of Regulation. Provide other adjustments where appropriate.</p> <p>Reflect: Be curious about the cause of the issue and discuss who might be affected by the behaviour. Consider additional support.</p> <p>Restore: Reason/Repair: Make up for any lost learning time during break or lunch, and facilitate apologies to those affected</p> <p>Report: Inform Class Teacher and follow up with the child. Informally follow up with parents and consider classroom management strategies.</p>
<p>Unexpected Medium Level Behaviour. Anything exceeding Low Level thresholds. Dealt with by CLASS TEACHERS and KEY STAGE LEADS.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> repetition or continuation of unexpected (Low-Level) behaviour or failure to accept related consequences; disrespectful approach to interactions with adults or other children; failure to follow explicit instruction from an adult; uncooperative or defiant behaviours; some limited instances of verbal aggression, fighting and damage to property; and, any incident giving cause for the adult to request immediate removal of the pupil from lessons. 	<p>Regulate: Use the 3Rs approach and call in support from Class Teacher or Key Stage Lead.</p> <p>Reflect: Use 3Rs approach including reflection questions.</p> <p>Restore: Reason/Repair: Talk through how to put things right and how we can help make sure the incident does not happen again. Allow time for the child to restore. For example, apologise to those affected, tidy mess or repair damage.</p> <p>Report: Move the child to another class or workspace (in-class) or the Reflection Station (during breaks). Inform parents of <u>all</u> children involved. Log on CPOMS with evidence/statements/accounts – use attachments where needed. Ensure KS Leads and Class Teacher are alerted. All follow up actions and decisions to be recorded and monitored by the Key Stage Lead.</p> <p><i>The Reflection Station is a break/lunchtime intervention when pupils complete a written reflection or produce a written apology with the support of a Class Teacher or Key Stage Lead.</i></p>
<p>Unexpected High Level Behaviour. Anything exceeding Medium Level thresholds. Dealt with by SENIOR LEADERSHIP.</p> <p><i>High level behaviour puts the child at risk of exclusion.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> repetition or continuation of serious unexpected (Medium Level) behaviour or failure to accept related consequences; walking away from or out of the classroom/school; bullying; discriminatory language or behaviour; damage to property or physical environment; verbal abuse towards adults or other children; physical violence towards adults or other children; and, any behaviour that puts themselves or others at risk of harm. 	<p>Regulate: Use the 3Rs approach and call in support from a Key Adult (where applicable), the Class Teacher or Key Stage Lead. Inform the Headteacher if the child remains dysregulated or distressed, and consider ‘change of face’ or a rotation of adults</p> <p>Reflect: Use 3Rs approach including reflection questions. Anticipate reflection may be another time/day.</p> <p>Restore: Reason/Repair: Talk through how to put things right and how we can help make sure the incident does not happen again. Allow time for the child to restore, likely the next day. For example, apologise to those affected, tidy mess or repair damage. Where this opportunity fails, families will be asked to do so by proxy.</p> <p>Report: Move the child to another class or workspace (in-class), to the Reflection Station (during breaks) or another safe space where needed. Ensure the child is not in contact with other children during the investigation. Investigate, gathering any factual evidence or statements from witnesses. Inform parents of <u>all</u> children involved, explain that the incident will be reviewed by the Headteacher. Log on CPOMS with evidence/statements/accounts – use attachments where needed. Ensure Key Stage Leads, the Class Teacher and the Headteacher is alerted. All follow up actions and decisions to be recorded and monitored by the Headteacher.</p> <p>The Headteacher will: Investigate further and decide on outcome, which may include an exclusion (internal or external), considering if a child’s SEND has contributed to the behaviour and what the appropriate actions in accordance with the Disabilities Act. They will inform Governors at the appropriate time. Once the investigation and outcomes are concluded, they will organise reintegration with all adults involved when and identify further support.</p>

When informing a victim’s parent or carer of an incident, do not identify the perpetrator or details of the consequence. Simply state, sympathetically, that the school’s BFL Policy was followed and a consequence was applied in accordance with that policy.

Contact Home; On occasion, it may be appropriate and necessary for contact home to be delegated to the Office Team where not doing so would delay contact. Office Staff should be provided with a summary of the incident, the names of the staff members who dealt with it, and the outcome; follow up with the Class Teacher at the end of the school day will always be invited.

Exclusions

Internal Exclusion and removal from classrooms

At South Ascot Primary School, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to medium to high level or disruptive behaviour.

We do this to maintain the safety of other children and staff or to take the child to a safe place to regulate. There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate to allow the child to accept responsibility for their choices and face the consequences, which are essential steps to repair and restoration. If internally excluded, pupils are expected to complete all class work and not have contact with their peers.

Parents will be informed if a child has been removed from a classroom and the incident will be logged on the school behaviour system.

Suspensions and Permanent Exclusions

The school can use suspension and permanent exclusion in response to high level unexpected behaviour incidents or in response to persistent low to medium level behaviour which has not improved following in-school sanctions and interventions.

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

Please refer to our exclusions policy for more information.

Detentions

South Ascot Village School do not actively use 'detentions'. If, in exceptional circumstances, the school issues a detention, it will be agreed with the Headteacher and in accordance with the *DfE's Behaviour in Schools: Advice for headteachers and school staff* guidance.

Screening and Searching

Searching plays an important role in ensuring schools are a safe place for all pupils and staff. It is an essential measure to safeguarding and promote pupil and staff welfare, and to maintain high standards of behaviour.

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

Under common law, school staff have the power to search a pupil for any other item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted.

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

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. SAVS follows the *DfE Guidance on The Power to Use Reasonable Force*. The use of force will only be used to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Parents of carers will always be notified if 'reasonable force' is needed for their child.

The headteacher and authorised school staff may also use such force as is reasonable in the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

Use of force at SAVS will always be proportionate and reasonable. The school has members of staff trained to safely use force and these members of staff are on call if required.

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Mobile Phones

Pupils are not permitted to bring smartphones to school, and mobile phones that are permitted must be used in accordance with the school's smartphone policy.

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, 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

Beyond the school Gate

This behaviour policy will apply for behaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- Identifiable as a pupil at the school
- Causing harm or potential harm via online abuse or communication with other pupils
- Any other behaviour that:
 - Could have repercussions for the orderly running of the school, or
 - Poses a threat to another pupil or member of the public, or
 - Could adversely affect the reputation of the school.

In all of these cases, these matters will be dealt with on school premises or elsewhere when the child is under the lawful control of the staff member.

Online Behaviour Incidents

The same standards of behaviour are expected online as apply offline.

Most online behaviour incidents amongst children occur outside of the school day and off the school premises. Parents are responsible for this behaviour. However, often these incidents can affect the school culture and behaviour in school too.

In accordance with the power to discipline beyond the school gate, SAVS will deal with incidents that could or do cause harm to the children in our community.

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Wraparound Care and After-School Provisions

Pupils are admitted to the school's wraparound care and after-school provisions, including those operated by third-party providers on the school site, in accordance with the expectations outlined in this behaviour for learning policy.

The school may withdraw from and refuse entry to pupils wraparound care and after-school provisions where behaviour does not meet the expectations of this policy.

Definitions

Prohibited Items

The following items are prohibited:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Smartphones

In addition, 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), is a prohibited item under this policy.

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:

- Emotional - Being 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; and, Disability-based - Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
- Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
- Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
-

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online