



**Leytonstone**  
SCHOOL

Resilience Empathy Achievement Community Honesty

# Behaviour Policy and Statement of Behaviour Principles

|                     |                                    |
|---------------------|------------------------------------|
| Approved by:        | Leytonstone School Governing Board |
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## 1. Aims

This policy aims to:

- create a positive culture that promotes excellent behaviour and positive relationships, ensuring that all pupils have the opportunity to learn in a calm, safe, orderly and supportive environment
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- outline the expectations and consequences of behaviour
- provide a consistent approach to behaviour management that is applied equally to all pupils
- define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. 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](#)
- [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 in England, including pupil movement](#)
- [Restrictive interventions, including the 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](#)
- [Mobile phones in schools](#)

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

### 3. Definitions

**Misbehaviour** can be defined as:

- disruptive behaviour at any time; including in lessons, whilst transitioning between lessons, and at break and lunchtimes
- non-completion of classwork or homework
- poor attitude
- incorrect uniform
- missing learning equipment
- sharing of toilet cubicles
- poor punctuality to school or lessons
- use of mobile phone, smart watch or head/earphones

**High-level misbehaviour** can be defined as:

- repeated breaches of the school rules
- refusal to follow staff instructions
- any form of bullying
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - sexual violence, such as rape, assault by penetration, or sexual assault
  - sexual harassment (including online), meaning unwanted conduct of a sexual nature, such as sexual comments and messages, sharing of nude or semi-nude images/videos, or sharing of unwanted explicit content
- vandalism or damage to personal or school property
- verbal or physical abuse towards staff or pupils
- theft
- possession or use of any of the below banned items
- abusive or discriminatory behaviour against protected characteristics
- other serious incidents, such as indecent behaviour or use of mobile devices to record others
- any behaviour which brings the school into disrepute

**Banned Items** - pupils are not permitted to be in possession of these items, whilst on school premises, under any circumstances and will be confiscated by staff:

- weapons
- stolen items
- alcohol
- vapes and e-cigarettes
- cigarettes, tobacco and cigarette papers
- lighters and matches
- illegal drugs and psychoactive substances (legal highs)
- fireworks
- stink bombs and smoke bombs
- pornography
- chewing gum
- 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful
- repeated, often over a period of time
- difficult to defend against

Bullying can include:

| TYPE OF BULLYING:                                                                                                    | WHAT THIS BULLYING MIGHT LOOK LIKE:                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Emotional bullying                                                                                                   | Being unfriendly, excluding, tormenting, taking another's belongings, unkind comments about appearance or family, manipulative behaviour                                                                                                                                   |
| Physical bullying                                                                                                    | Any use of violence such as hitting, kicking, pushing, spitting                                                                                                                                                                                                            |
| Abusive or discriminatory bullying behaviour against race, sex, sexual orientation or other protected characteristic | Verbal abuse, gestures, graffiti or physical abuse focused on a protected characteristic:<br><br>Age<br><br>Race<br><br>Sex/Gender<br><br>Religion/Belief<br><br>Sexual Orientation<br><br>Disability<br><br>Nationality/Ethnicity                                         |
| Sexual bullying                                                                                                      | Sexual jokes, comments or taunting, physical behaviour like interfering with clothes.<br><br>Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Verbal bullying                                                                                                      | Name-calling, sarcasm, spreading rumours, teasing, insults, slurs.                                                                                                                                                                                                         |
| Cyber-bullying                                                                                                       | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites                                                                                                                                                                  |

Please refer to the School's Anti-Bullying Policy for further information on prevention and intervention:

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

## 5. Roles and responsibilities

### 5.1 The Governing Board

The Governing Board is responsible for:

- reviewing and approving the written statement of behaviour principles (appendix 1)
- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the Headteacher to account for its implementation

### 5.2 The Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the Governing Board
- giving due consideration to the School's Statement of Behaviour Principles (Appendix 1)
- approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with misbehaviour and/or high level misbehaviour
- 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
- 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

### 5.3 Teachers and staff

Staff are responsible for:

- creating a calm, safe, orderly and supportive environment for pupils
- establishing and upholding a consistently high standard of excellent pupil behaviour
- implementing the behaviour policy consistently
- challenging and communicating, with clarity, the school's behaviour expectations, routines and values when pupil conduct falls below what is expected
- modelling professional behaviour and forming positive relationships



- recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- providing an adapted approach to the specific behavioural needs of particular pupils
- considering their own behaviour and how they can uphold school rules and expectations
- recording behaviour incidents promptly

SLT and Pastoral Care Team will support staff in responding to behaviour incidents.

#### 5.4 Parents and carers

Parents and carers should:

- endorse the school's Behaviour Policy and reinforce it at home where appropriate
- keep up to date with the child's day to day school activities with the use of ClassCharts
- support their child in adhering to the school's Behaviour Policy and uphold the schools Home-School Agreement
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the Head of Year promptly
- take part in any pastoral work following persistent misbehaviour or high level misbehaviour (for example, attending reviews of specific behaviour interventions, IEP meetings or reintegration meetings)
- raise any concerns about the management of behaviour with the school directly, whilst 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 promote positive behaviours, both with and outside of the classroom.

#### 5.5 Pupils

Pupils will regularly be made aware of:

- the expected standard of behaviour they should be consistently demonstrating at school and behaviour that aligns with our school values
- their duty to follow the behaviour policy
- the rewards they can earn for meeting and exceeding the expected behaviour standard, and the consequences in place if they fall below the expected standard
- the pastoral support that is available to them to help them meet the expected behavioural standard

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Extra support and induction will be provided for pupils who are in-year arrivals.

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

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.

The school's core focus in the pastoral curriculum is to ensure pupils are prepared for life outside of Leytonstone School. There is a keen focus on pupils interacting (with everyone) in a formal and respectful manner. This is promoted through the Personal, Social and Health Education programme and through the Pastoral Curriculum.

Pupils are expected to adhere to the Pupil Code of Conduct and demonstrate behaviour that is consistently positive, orderly and self-regulated to align with our school values of Respect, Empathy, Achievement, Community and Honesty. We expect our pupils to:

- be polite and respectful to peers, all staff and any visitor to the school
- be punctual to school and all lessons
- Move quietly and purposefully during lesson transitions
- bring the correct equipment to school every day
- dress smartly and appropriately in Leytonstone uniform
- follow instructions from all members of staff without dispute, first time, every time - if a pupil feels unfairly treated, then they should speak to their Head of Year or another trusted staff member at an appropriate time
- treat all areas of the school and local environment with respect
- have respect for Leytonstone School's neighbours, leaving school safely and calmly, and moving away from the front of school by 3.25pm
- accept and engage appropriately with any sanctions issued
- refrain from behaving in a way that brings the school into disrepute, including when outside school (including weekends and holidays) or online

## 6. Mobile phones

The school strongly advises that mobile phones (or smart watches or other mobile accessories including headphones) should not be brought into school. Pupils are not permitted to use a mobile phone (or accessories) at any time during the school day or whilst on school premises.

If a mobile phone is brought into school, it is entirely at the pupil's & parents' own risk. The school accepts no responsibility for the loss, theft or damage of any phone, or other mobile device brought into school. It must be switched off (not placed on silent) and stored in the pupil's school bag. It must remain switched off, unused, unseen and unheard until the pupil has left the school site at the end of the day.

If a mobile phone is seen or heard by a member of staff, that member of staff will confiscate it immediately and issue a same-day detention; this also applies to mobile usage determined by phone logs, online activity, photos, videos or other such evidence. The member of staff will take it to the office for safe storage; the mobile device will remain in the school's possession for 48 hours and will need to be collected by a parent or carer, after a meeting with the pupil's Head of Year.

Any pupil who refuses to hand over a mobile phone when requested will be sent to our Reset provision where they will remain until 4:00pm, subject to the phone being submitted for confiscation. The mobile device will remain in the school's possession for 48 hours and will need to be collected by a parent or carer, after a meeting with the pupil's Head of Year.

In line with government guidance, the school reserves the right to search the content of a confiscated electronic device where there is a reasonable suspicion that the content poses a risk of harm or may contain undesirable material, including pornography, violence or bullying.

The PE changing rooms are locked once pupils have left to go to their activity and reopened when they return. Pupils are responsible for supervising their own belongings during the time in the changing facility. Pupils and parents should be aware that mobile devices are particularly vulnerable to being stolen in changing rooms.

Parents are asked to refrain from communicating with their child via mobile during the school day, as this will result in confiscation and sanctioning. Please communicate any urgent messages via the school office. Pupils are similarly expected to request to contact parents via the school office to relay any urgent message.

## 7. Responding to behaviour

### 7.1 Classroom expectations

All staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- create and maintain a stimulating and adaptive environment that encourages pupils to be engaged
- develop a positive, predictable, warm and strict environment for pupils, which include:
  - greeting pupils at the classroom door at the start of all lessons
  - upholding clear and consistent routines whilst promoting positive behaviours
  - clearly communicating behavioural expectations, both verbally and nonverbally, to allow pupils to recognise when and how their conduct requires improvement
  - providing pupils with a new chance to improve their behaviour following previous disruptive behaviour
  - using positive reinforcement such as praise and rewards for pupils meeting the expected standard of behaviour

## 7.2 Classroom management

We believe that pupils have a right to learn in an environment which is free from distraction or disruption. Pupils who disrupt their own learning, or that of their peers will twice be given a 'chance' to stop the disruptive behaviour and reengage positively with their learning, by a member of staff. Following a third disruptive behaviour in a lesson, they will be sent to our Reset provision.

Upon arrival at Reset, a pupil will be given a reflective task, to consider the behaviours which resulted in them being removed from their lesson and how they could respond more positively in the future. They will then be provided meaningful and age-appropriate work to complete. The pupil will be issued a same-day detention and will return to class for the start of the next lesson.

If a pupil is removed from a 2nd lesson in the same day, to prevent the class experiencing further disruption, and to better address any difficulties the pupil may be facing, they will remain in Reset until 4pm.

High-level misbehaviour may result in a pupil being immediately removed from a lesson and sent to Reset without being issued any 'chances'

Parents will always receive same-day notification of a pupil's removal and placement in Reset via the ClassCharts app.

## 7.3 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 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 safeguarding policy [here](#) for more information.

## 7.4 Responding to positive behaviour

When a pupil's behaviour meets or goes above the expected behaviour standard, staff will recognise it with positive reinforcement and reward. This provides an opportunity for all staff to reinforce the school's positive 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
- awarding merits on ClassCharts
- communicating praise to parents via a phone call or written correspondence
- certificates, prize ceremonies or special assemblies
- positions of responsibility or being entrusted with a particular decision or project

- whole-class or year group rewards
- public commendation in Achievement assembly or The Acorn newsletter

### 7.5 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. We actively encourage parents to keep themselves up to date with their child's behaviour by using the ClassCharts app regularly.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls below the standard that can reasonably be expected, and by responding in a consistent, fair and proportionate manner, using Chance-Chance-Reset as appropriate, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising or escalating, such as the use of pre-planned scripts and phrases.

The school also uses behaviour point thresholds as a means of preventing continued misbehaviour. When a pupil reaches a certain number of behaviour points in a term, an intervention is put in place as follows:

| Behaviour Point Threshold | Intervention                         | By who       | Positive Monitoring Report |
|---------------------------|--------------------------------------|--------------|----------------------------|
| 5                         | Email home by form tutor             | Form tutor   | -                          |
| 15                        | Phone call home by form tutor        | Form Tutor   | FT - green                 |
| 25                        | Meeting with family and Head of Year | Head of Year | HoY - amber                |
| 35                        | Reset day of reflection              | SLT          | SLT - pink                 |
| 50                        | Offsite direction                    | DHT          |                            |

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.

SLT or the Pastoral Team may take one or more of the following decisions in response to behaviour that falls below the standard that can reasonably be expected:

- setting of written tasks such as a reflective account of their behaviour
- expecting non-completed work to be completed at home, or at break or lunchtime
- detention or SLT detention after school

- loss of privileges – for instance, the loss of a prized responsibility or break or lunchtime
- school-based service, such as tidying classrooms, removing graffiti, litter picking, canteen assistance
- referring the pupil to a senior member of staff
- letter, phone call home or meeting with parents to discuss support we can offer to improve pupil behaviour
- agreeing a behaviour contract
- supporting and promoting positive behaviours with the use of Positive Monitoring reports, Individual Behaviour Plans (IBPs) or Individual Education Plans (IEPs)
- suspension
- permanent exclusion

Pupil context will be taken into account when sanctioning and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

#### 7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school or identifiable as a member of the school community. 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

#### 7.7 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.

#### 7.8 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.

### 7.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

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

- responding to a report
- carrying out risk-assessments, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care or report to the police

Please refer to our safeguarding policy for more information, on the school's website:

<https://www.leytonstoneschool.org/page/?title=Policies+%26amp%3B+Documents&pid=14>

### 7.10 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 sanction the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence, sexual harassment or other high-level misbehaviour against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction 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. 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 safeguarding policy [here](#) for more information on responding to allegations of abuse against staff or other pupils.

### 7.11 How we investigate incidents

When an incident occurs school staff will make every effort to investigate robustly and identify the facts of the incident.

Pupils will be asked to inform school staff of their version of events in the form of a pupil statement. Pupils will have the right to inform us of why the incident has occurred, what happened during the incident and any relevant information they feel can assist school staff during the investigation. Our statement taking process is inclusive to all and completed electronically. The member of staff taking the statement always reads the statement back to the pupil to ensure clarity and agreement and if there is anything further they wish to add to their statement.

School staff may ask the pupils involved to be in isolation whilst an investigation is conducted; this may involve the pupil remaining with their Head of Year, a member of the Senior Leadership Team or within Reset.

School staff will also seek to locate any CCTV footage to assist in the investigation. The Headteacher may delegate the administration of the CCTV System to another staff member on either the Senior Leadership or Pastoral Leaders.

When investigating an incident school staff will use all of this information gathered to determine if a sanction is warranted. On some occasions, decisions will be made using the balance of probability; one based on the evidence available and that the incident or incident detail was more likely to have occurred than not.

## 8. Responding to misbehaviour from pupils with SEND

### 8.1 Recognising the impact of SEND on behaviour

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

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

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

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 cooperate 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.

In order to anticipate and remove triggers of misbehaviour we will consider the need to make 'reasonable adjustments' to support a pupil, such as:

- short, planned, supervised 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 staff in understanding conditions such as autism and ADHD
- use of Reset/Group rooms where pupils can regulate their emotions during a moment of sensory overload

## 8.2 Adapting sanctions for pupils with SEND

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

- whether the pupil was able to understand the rule or instruction
- whether the pupil was unable to act differently at the time as a result of their SEND
- whether the pupil is able to understand the consequences of their 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.

## 8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs coordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

## 8.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Waltham Forest SEND service - [senteam@walthamforest.gov.uk](mailto:senteam@walthamforest.gov.uk)

## 9. Sanctions

### 9.1 Detentions and SLT Detentions

Pupils can be issued with detentions after school.

There is no legal obligation to inform parents or carers of any detentions that have been imposed. However, parents of pupils at Leytonstone School will be notified of detentions and SLT detentions via ClassCharts.

#### **Detentions**

Our after-school daily detentions are 40 minutes in length. They can be issued for a range of misbehaviours including being late to school, missing equipment items, mobile phone confiscation, attending late to a lesson, minor physical altercations, lesson removal or general unprofessional behaviour. Pupils will be notified of their detention by either the issuing staff member, our Period 5 list notification and/or our published lists on the exit door of the school.

Daily support to reduce detentions is ongoing. Regular reminders of expectations (equipment, punctuality) are posted on the pastoral pages, daily equipment checks, student services stocking stationary items with prices significantly lower than high-street outlets and a daily reminder about mobile phone usage. Tutors will also lend equipment (sanction-free) to pupils between 08:30 and 08:40 every day. Any failure to attend a detention results in an SLT detention on the next available opportunity.

#### **SLT Detentions**

More serious misbehaviour can be sanctioned with an SLT detention; these are 90 minutes in length. They can be issued for a range of high-level misbehaviours including discriminatory language, missed detentions, physical altercations, serious incidents or when receiving 3 x detentions in one day. Pupils will be notified of their SLT detention by either the issuing staff member or our Pastoral Team collection service. Any failure to attend an SLT detention results in a full day in our Reset provision.

## 9.2 Reset provision

In response to a serious breach of this policy, including high-level misconduct, or when a pupil has reached the 35 Behaviour Point threshold, the school may remove the pupil from the classroom for one or more days.

Pupils who have been removed from the classroom for our Reset provision are supported by our Reset team, with this being an additional layer of intervention before more severe sanctions.

## 9.3 Suspension and permanent exclusions

The Headteacher can authorise the use suspension and permanent exclusion in response to serious one-off incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to permanently exclude will be made only as a last resort.

Please refer to our Suspensions and Permanent Exclusions Policy [here](#) for more information.

# 10. Supporting pupils following a sanction

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

This may include:

- reintegration (RIG) meetings with parent/carer and the pupil
- positive Monitoring Reports
- observations led by HOY and/or Reset staff
- review meeting, post reintegration
- individual Behaviour Plans or Individual Education Plans

# 11. Confiscation, searches, screening

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

## 11.1 Confiscation

Any banned items (listed in section 3) 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 conduct. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

## 11.2 Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher; this includes members of the safeguarding team, Senior Leaders, Head of Year or members of our Reset team.

Searches will be conducted by staff of the same sex as the pupil being searched and there must be another member of staff present as a witness. The only exception is if:

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

Searching a pupil is recognised as searching their possessions and outer clothing such as blazers and coats, the pupil turning out their pockets or shoe removal and the searching of school bags. We may also use metal detector wands if searching for specific items such as vapes or other banned items.

Subject to the exception below there will be another member of staff present as a witness to the search.

An authorised member of staff can carry out a search without another member of staff as a witness if:

- the authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **or**
- it is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

- assess whether there is an urgent need for a search
- assess whether not doing the search would put other pupils or staff at risk
- consider whether the search would pose a safeguarding risk to the pupil
- explain to the pupil why they are being searched
- explain to the pupil what a search entails – e.g. *“I will ask you to turn out your pockets and remove your scarf”*
- explain how and where the search will be carried out
- give the pupil the opportunity to ask questions
- seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff will request the support of the Designated Safeguarding Lead, Deputy Headteacher or the Headteacher.

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

Reasonable force can only be used to search for legally prohibited items.

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

Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- hats, scarves, gloves, shoes, boots

### 11.3 Searching pupils’ possessions

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

- desks
- lockers
- bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for banned items.

### 11.4 Informing the Designated Safeguarding Lead (DSL)

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

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a banned item as listed in section 3
- if they believe that a search has revealed a safeguarding risk

All searches for banned items, including incidents where no items were found, will be recorded in the school's safeguarding system.

### 11.5 Informing parents

Parents will always be informed of any search for a banned item. A member of staff will tell the parents as soon as is reasonably practicable:

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

### 11.6 Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL).

The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## 12. Pupil transition

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

## 13. 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 impact behaviour

Behaviour management will also form part of continuing professional development.

## 14. Monitoring arrangements

### 14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- behavioural incidents, including removal from the classroom (Reset)
- attendance, permanent exclusion and suspension
- use of pupil support units, off-site direction and alternative provisions
- incidents of searching, screening and confiscation
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Deputy Head (Pastoral) and shared where appropriate at governors' meetings termly.

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

- at school level
- by year group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic

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

### 14.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Board annually.

## 15. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions Policy
- Anti-Bullying Policy

- Staff and SLT Code of Conduct
- Safeguarding Policy
- SEND Policy
- Equality and Diversity Statement
- Use of Restrictive Interventions Policy (including reasonable force and seclusion)



# Appendix I:

## Governors Written Statement of Behaviour Principles (July 2026)

### Rationale and Purpose

- This statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and discipline in Schools, 2015) and is informed by the expectations and schools ethos and values (REACH).
- The purpose of the Statement is to provide guidance to the school in drawing up the school's Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in the school; governors, staff, parents and pupils and allows school staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Governors' support when following this guidance.
- This is a statement of principles, not practice: it is the responsibility of the school to draw up the school's behaviour policy, though the school must take account of these principles when formulating this policy. The school should also take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).
- The Behaviour Policy is to be published on the school website, shared with all members of staff via INSET and available to all on request.

### Principles

- The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.
- All members of the school community must be treated inclusively and be free from any form of discrimination or prejudice – whether it be on the grounds of race, disability, gender, gender reassignment, sexual orientation, religion or belief, age, pregnancy and maternity, or marriage/civil partnership as laid down in the Equality Act, 2010.
- The school will create and maintain an atmosphere and ethos of tolerance, equality, diversity, respect, understanding, kindness and a sense of citizenship throughout the school community in everyday practice.
- All children, staff and visitors should feel safe in the school environment at all times through a high quality of care, support and guidance.
- All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school by both their peers and school staff, and should be free from bullying, discrimination and distracting peer behaviour.
- Rules are to be consistently applied across the school and where sanctions and punishments are exercised, they should be proportionate to the misdemeanour and in line with the school's Behaviour and Exclusion Policies.
- Good behaviour around school is to be acknowledged and rewarded at the discretion of staff.

- At Leytonstone School, we want to foster a community and collective ethos amongst all members of the school and promote values of kindness, empathy, teamwork and respect.
- Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time within the school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour must be covered in the 'Home-School Agreement' which pupils and parents/carers must be asked to sign when a child joins the school.
- In cases of problematic pupil behaviour, regardless of how sustained and disruptive, the pupil's out-of-school circumstances and possible special educational needs and disabilities must be taken into account. Comprehensive support is given before or alongside disciplinary measures.
- Any kind of violence, threatening behaviour or abuse between pupils, or by pupils/parents/carers towards the school's staff, will not be tolerated. If a parent/carer does not conduct himself/herself properly, the school reserves the right to ban them from the school premises and, if the parent/carer continues to cause disturbance, he or she may be liable to prosecution.
- Guidance on the use of reasonable force will be agreed upon by the governing body and clearly set out within the school's behaviour policy.
- School Policies should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff and the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Policies should also make clear the actions that can be taken against any staff in the event of breaches of the school's professional expectations and the support offered to pupils in these circumstances.

### General Expectations

- All members of the school community should be aware of behavioural expectations and the relevant policies, and agree to them as fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school.
- Polite and considerate behaviour is to be maintained by all around the school, both in and out of the classroom.
- Offensive or insulting language is not to be used in any circumstances, deliberately or otherwise.
- Each pupil receives the necessary behavioural support according to their specific needs.
- Bullying (and cyber-bullying) is not tolerated and pupils should report any case of bullying they experience or observe to school staff.
- Pupils should help staff by showing good behaviour in the classroom, not distracting themselves or others from important learning.
- Staff will lead by example and model their conduct in line with the school's standards.
- To keep the pupils and staff safe, authorised staff will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

- Everyone in the Leytonstone School community should understand that the school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards.

This written statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of the school, when acting as ambassadors, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of Leytonstone School



## Appendix 2:

### Leytonstone School Home-School Agreement

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>The School's Responsibilities</b></p> <p><i>We acknowledge our responsibility to support parents in their task of nurturing their children towards becoming active citizens within a caring community</i></p>                                                                                                                                                                                                                                                                                       | <p><b>Parental Responsibilities</b></p> <p><i>As parents/carers we acknowledge that we are the primary educators of our children and have an irreplaceable role to play in supporting our children's learning and development at Leytonstone school</i></p>                                                                                                                                                                                                                                                                                                                               | <p><b>Pupil responsibilities</b></p> <p><i>I acknowledge the talents I have been given and my responsibility to use them wisely</i></p>                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Therefore, the school will:</b></p> <ul style="list-style-type: none"> <li>• Provide a friendly welcome to pupils and a secure, stimulating, moral environment in which to learn</li> <li>• Ensure pupils are valued for who they are and are helped to make good progress in their spiritual moral, emotional and academic development</li> <li>• Treat pupils with the dignity and respect they deserve</li> <li>• Do the utmost to provide the best possible education for all pupils</li> </ul> | <p><b>Therefore, I/we will:</b></p> <ul style="list-style-type: none"> <li>• Ensure that my child attends school every day, on time, in the correct uniform and suitably equipped</li> <li>• Support all school initiatives which enable my child to reach their full potential including revision classes and extracurricular activities</li> <li>• Ensure that family holidays are taken outside of term time</li> <li>• Inform the school of any concerns regarding my child's learning or welfare</li> <li>• Inform the school of any change of address or contact details</li> </ul> | <p><b>Therefore, I will:</b></p> <ul style="list-style-type: none"> <li>• Attend school regularly and on time</li> <li>• Wear the Leytonstone school uniform correctly and bring all the equipment I need daily</li> <li>• Attend all lessons and on time including revision classes and extra-curricular classes which may take place outside of regular school hours</li> <li>• Treat other pupils, staff and visitors with respect and kindness</li> <li>• Help keep the school environment free of litter and tidy up after myself</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Provide information about pupil progress and provide opportunities for parents/carers to talk to teachers</li> <li>• Provide regular feedback and monitor classwork and homework suitable to the needs of all pupils</li> <li>• Contact parents/carers if there is a concern regarding attendance, punctuality, behaviour, health or progress</li> <li>• Challenge pupils to strive for the highest standards of personal, social and intellectual development and aim for excellence in all that they do</li> <li>• Listen respectfully to the views of parents, carers and pupils</li> </ul> | <ul style="list-style-type: none"> <li>• Support the values and ethos of Leytonstone school and encourage my child to do their best</li> <li>• Provide my child space and equipment to support the completion of home learning</li> <li>• Fully support the school's Behaviour Policy and support the school by ensuring my child attends any sanctions that have been assigned to them</li> <li>• Attend all Parent/carers evenings and meetings about my child as deemed necessary</li> <li>• Ensure my child behaves in an appropriate manner that upholds the school's code of conduct for pupils and support the school ethos of positive verbal interactions</li> </ul> | <ul style="list-style-type: none"> <li>• Share my feelings honestly and politely and show consideration for others</li> <li>• Always follow instructions from staff, first time every time</li> <li>• Attend all restorative conversations or detentions, if set</li> <li>• Take responsibility for my actions</li> <li>• Complete all classwork and home learning to the best of my ability</li> <li>• Travel directly to/from school without congregating in the local area</li> <li>• Never bring any banned items into the School</li> <li>• I will uphold and contribute positively to the Leytonstone School ethos and school REACH values (Resilience, Empathy, Achievement, Community, Honesty)</li> </ul> |
| <p><b>(for and on behalf of the Governing Body):</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Name (please print):</b></p> <p><b>Signed: .....(Parent/Carer)</b></p> <p><b>Date: .....</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Name (please print):</b></p> <p><b>Signed: ..... (Pupil)</b></p> <p><b>Date: .....</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

