



Policy / Procedure / Guideline Review

Policy/Procedure/Guideline:	Behaviour Policy
Senior Leader Responsible:	Deputy Principal, Andrea Smith
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1. Statement of intent

As a caring community we strive to ensure every member of the school community feels valued and respected, and that each person is treated fairly. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe, and secure.

West Craven School believes that, in order to facilitate high-quality teaching and learning, good behaviour must be demonstrated in our school.

We are committed to:

- Promoting outstanding behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and disciplining bad behaviour • Restorative practice
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers/guardians
- Developing relationships with our students to enable early intervention
- Promoting a culture of praise and encouragement in which all students can achieve

The West Craven Way is built upon our ASPIRE values and a shared commitment to creating a culture where everyone is known, valued, respected and supported to achieve their very best.

2. Legislation and statutory requirements

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 2011
- Equality Act 2010
- Education and Inspections Act 2006
- Health and Care Act 2022
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2024) 'Behaviour and discipline in schools'
- DfE (2026) Keeping Children Safe in Education
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2024) 'Use of reasonable force'
- DfE (2023) 'Searching, screening and confiscation'
- Mobile Phones in Schools (DfE, 2026)

This policy should be read alongside the Child Protection and Safeguarding Policy, which sets out the school's procedures for preventing, identifying and responding to child-on-child abuse, harmful sexual behaviour, sexual harassment and sexual violence.

3. Roles and responsibilities



The local governing committee

The local governing committee is responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

The Principal and Senior Staff

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour and promoting our school values
- Providing a personalised approach to specific behavioural needs of particular students
- Recording behaviour incidents on class charts
- Communicating with parents and pastoral staff any behaviour issues that need resolving

Parents

Parents are expected to:

- Sign the Home-Academy agreement and support the academy in their decisions
- Support their child in adhering to the student Home-Academy agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with their child's Form Tutor, Head of Year or Pastoral Support Assistant, or the SENDCo, promptly.
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4. The West Craven Way



At West Craven High School, we ASPIRE to be our best every day through ambition, service, pride, integrity, respect and excellence.

Through our ASPIRE values, we create a culture where everyone is known, valued, respected and supported to achieve their very best.

Our ASPIRE values underpin our culture, shape our relationships and guide our behaviour both in school and within the wider community.

We expect all members of our school community to demonstrate:

Ambition

Striving to achieve our best and making the most of every opportunity.

Service

Supporting others and making a positive contribution to our school and community.

Pride

Taking pride in ourselves, our appearance, our work and our school.

Integrity

Doing the right thing, being honest and taking responsibility for our actions.

Respect

Treating everyone with kindness, courtesy and consideration.

Excellence

Maintaining high standards and continually seeking to improve.

The ASPIRE values provide the foundation for our behaviour culture. They guide our expectations, inform our rewards systems and help students understand the behaviours that will enable them to succeed.

Students who consistently demonstrate ASPIRE values will be recognised and rewarded. Where behaviour falls below these expectations, staff will work with students to reflect, improve and make positive choices in the future.

We expect our students to model the ASPIRE values both inside and outside the school gates, demonstrating the standards that make West Craven High School a safe, respectful and ambitious community.



5. Rewards and recognition

At West Craven High School, we believe that recognising and celebrating success is essential to creating a culture where students feel valued, motivated and inspired to achieve their best.

We are committed to ensuring that positive behaviour, effort, achievement and contribution to the school community are recognised consistently by all members of staff.

Our rewards system is designed to encourage students to demonstrate the ASPIRE values and to reinforce the behaviours that contribute to a calm, respectful and ambitious learning environment.

Recognising Success

Students may be recognised for:

- Demonstrating the ASPIRE values
- Excellent effort and commitment to learning
- Academic achievement
- Improvement over time
- Excellent attendance and punctuality
- Positive conduct and behaviour
- Leadership and service to the school community
- Participation in enrichment activities
- Sporting, artistic and cultural achievements
- Acts of kindness, resilience and determination

Rewards

Positive behaviour and achievement may be recognised through:

- Verbal praise
- Positive Points
- Positive messages home
- Postcards home
- Subject awards
- ASPIRE awards
- Celebration assemblies
- Recognition in school communications
- Reward events
- Reward trips
- Leadership opportunities
- Principal Awards
- Shine Awards

Celebrating Achievement

Achievement and positive conduct are celebrated regularly throughout the year through assemblies, events, publications and direct communication with families.

Students who consistently demonstrate the ASPIRE values may be invited to participate in additional reward activities and enrichment opportunities.



A Culture of Recognition

Every member of staff has a responsibility to recognise positive behaviour.

We believe that positive behaviour should be noticed, celebrated and rewarded more frequently than poor behaviour should be sanctioned.

By consistently recognising success, we aim to build confidence, strengthen relationships and create a culture in which all students can thrive.

6. Behaviour expectations

At West Craven High School, we believe that excellent behaviour creates the conditions for excellent learning. Every student has the right to learn in a calm, safe and respectful environment and every member of our community has a responsibility to contribute positively to that environment.

Our behaviour expectations are rooted in our ASPIRE values and apply at all times, including during lessons, social times, educational visits, journeys to and from school and when representing the school within the wider community.

Students are expected to:

Attend and Participate

- Attend school regularly and arrive on time.
- Attend lessons, form time, assemblies and interventions punctually.
- Bring the correct equipment and be ready to learn.
- Engage positively in all learning opportunities.
- Complete classwork and homework to the best of their ability.

Respect the Right to Learn

- Follow staff instructions first time.
- Listen attentively and contribute appropriately.
- Avoid disrupting the learning of others.
- Move around the school calmly and safely.
- Leave learning environments in a respectful and orderly way.

Show Respect for Others

- Treat all members of the school community with kindness, courtesy and consideration.
- Celebrate diversity and promote inclusion.
- Use appropriate language at all times.
- Resolve disagreements respectfully and without aggression.
- Challenge bullying, discrimination and inappropriate behaviour by reporting concerns to staff.

Child-on-Child Abuse

West Craven High School is committed to maintaining a culture where all students feel safe, respected and supported.



Child-on-child abuse, including harassment and violence, will not be tolerated. The school recognises that child-on-child abuse is a safeguarding issue and that it can occur both inside and outside of school, including online. Child-on-child abuse will never be dismissed as "just banter", "just having a laugh", "part of growing up" or "boys being boys".

The school recognises that child-on-child abuse is a safeguarding issue for all children involved, including both the child who has experienced harm and the child whose behaviour has caused concern.

Students are expected to:

- Treat others with kindness, dignity and respect.
- Maintain appropriate boundaries in their relationships and interactions with others.
- Avoid behaviour which may cause harm, fear, humiliation, intimidation or distress to another person.
- Report concerns about their own safety or the safety of others to a member of staff.
- Use technology and social media responsibly and safely.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Abuse in intimate personal relationships between children.
- Physical abuse and serious physical assault.
- Harmful sexual behaviour.
- Sexual harassment.
- Sexual violence.
- The sharing of nude or semi-nude images.
- Upskirting.
- Initiation and hazing-type behaviours.
- Sexist, misogynistic, discriminatory or prejudicial language and behaviour.

Any behaviour that constitutes child-on-child abuse will be treated seriously and may result in behaviour sanctions, safeguarding intervention, suspension or permanent exclusion, depending on the nature and severity of the incident. The school will provide appropriate support for all students involved and respond in accordance with its Child Protection and Safeguarding Policy.

Take Pride in the School

- Wear the school uniform correctly and with pride.
- Look after school facilities, resources and the environment.
- Represent the school positively both in and out of school.
- Conduct themselves in a way that reflects positively on the West Craven community.

Act Responsibly

- Take responsibility for their choices and behaviour.
- Use technology safely and appropriately.
- Follow school policies and procedures.
- Report concerns relating to safeguarding, bullying or student welfare.



- Accept support and guidance when offered by staff.

Positive Relationships

We believe that strong relationships between students, staff and families are fundamental to maintaining high standards of behaviour. Students are expected to engage positively with staff, respond appropriately to feedback and work collaboratively to maintain a culture of mutual respect.

Behaviour Beyond the School Gate

Students are ambassadors for West Craven High School. The school's expectations apply whenever students are:

- Travelling to or from school.
- Wearing school uniform.
- Participating in educational visits, extracurricular activities or school events.
- Representing the school in the wider community.
- Using online platforms where behaviour may affect the safety, wellbeing or reputation of others or the school.

By consistently demonstrating these expectations and living our ASPIRE values, students help create a school where everyone feels safe, respected, supported and able to achieve their very best.

7. Behaviour responses and sanctions

At West Craven High School, we believe that the vast majority of students want to do well and meet our expectations. Staff will always seek to build positive relationships, reinforce the ASPIRE values and support students to make good choices.

Where behaviour falls below expectations, staff will use a graduated response designed to support students in making positive choices and maintaining a calm learning environment. Staff will use positive regard strategies, including approaches such as “*connect before correct*”, recognising that strong relationships and positive interactions are fundamental to promoting excellent behaviour and securing positive outcomes for students.

Choice (C1)

A reminder of the expected behaviour and an opportunity for the student to make a positive choice.

Chance (C2)

A clear warning and further opportunity for the student to correct their behaviour and meet expectations.

Consequence (C3)

If behaviour does not improve, or where the behaviour is sufficiently serious, an appropriate consequence will be applied.

In all cases, staff will seek to maintain students' dignity, restore positive relationships and support future success.

Range of Sanctions

The school may use one or more of the following sanctions in response to behaviour that falls below expectations:

- Verbal correction and reminders
- Restorative or reflective conversations
- Completion of missed work



- Seating changes
- Loss of privileges
- Breaktime detention
- Lunchtime detention
- After-school detention
- Parental contact
- Parent meetings
- Behaviour reports
- Behaviour contracts
- Removal from lessons (including to another classroom during that lesson)
- Placement in Turning Point
- Withdrawal from social times
- Withdrawal from enrichment activities, trips or reward events
- Internal suspension
- Suspension
- Managed move
- Permanent exclusion

Sanctions will be applied according to the seriousness, frequency and context of the behaviour. Serious incidents may result in a higher-level sanction without prior stages.

Turning Point

Turning Point forms part of the school's graduated response to behaviour.

The purpose of Turning Point is to:

- Protect the learning of others
- Provide students with time to reflect on their choices
- Support students to regulate behaviour
- Restore positive relationships
- Enable successful reintegration into lessons

Students placed in Turning Point will be expected to engage positively, complete work set by staff and demonstrate readiness to return to learning. Repeated placements may result in further intervention or escalation of sanctions.

Behaviour Beyond the School Gate

Students are expected to uphold the ASPIRE values whenever they represent West Craven High School.

Sanctions may be applied where behaviour outside school:

- Poses a risk to others
- Impacts the safety or wellbeing of members of the school community
- Constitutes bullying, harassment or discrimination
- Brings the school into disrepute
- Adversely affects the orderly running of the school

This includes behaviour online, whilst travelling to and from school, during educational visits and when participating in school-related activities.

Working with Families

Strong partnerships between home and school are essential in supporting positive behaviour. Where concerns arise, parents and carers will be informed and, where appropriate, invited to work with the school to identify solutions, provide support and promote positive outcomes for their child.

Our aim is always to support students to learn from mistakes, rebuild relationships and successfully demonstrate the ASPIRE values in the future.



8. Mobile Phones and Smart Devices

West Craven High School is a mobile phone-free school in line with the Department for Education's *Mobile Phones in Schools* guidance. The Government's guidance reinforces the expectation that schools should have clear and consistent policies which prohibit the use of mobile phones throughout the school day.

Students should not bring mobile phones or other electronic devices into school. Where a student does bring a mobile phone or electronic device to school, it must be locked away immediately upon arrival in their allocated mobile phone locker and collected at the end of the school day.

To ensure a calm, safe and focused learning environment for all students, the school's rule is simple:

Mobile phones and other electronic devices must not be seen, heard or used anywhere on the school site.

This policy applies to all areas of the school site and throughout the entire school day, including before and after school. The policy is enforced as soon as a student enters the school gates and remains in place until they leave the school site at the end of the day.

If a mobile phone or electronic device is seen, heard or used, it will:

- Be confiscated immediately by a member of staff.
- Be logged in accordance with school procedures.
- Be stored securely in the school safe.
- Be returned in line with the school's procedures, which will require a parent/carer to collect the device from school.

Students are expected to hand over a mobile phone or electronic device immediately when instructed to do so by a member of staff. Refusal to comply may result in further sanctions and, where appropriate, a search being conducted in accordance with the school's Searching, Screening and Confiscation procedures.

Students using mobile phones or other electronic devices at the beginning or end of the school day whilst on the school site will have these confiscated immediately in line with statutory guidance and school procedures.

Reasonable adjustments will be made where a mobile device forms part of an agreed medical, disability or safeguarding arrangement.

The school cannot accept liability for the loss, theft or damage of mobile phones or electronic devices brought onto the school site.



9. Searching, Screening and Confiscation

West Craven High School conducts searches, screening and confiscation in accordance with the latest Department for Education guidance. The purpose of any search is to safeguard students and staff, maintain the orderly running of the school and identify students who may require additional support or intervention. Staff may make use of handheld electronic scanners to search for items.

Where there are reasonable grounds to suspect that a student may be in possession of a prohibited or banned item, searches may be authorised and conducted by the Principal, Deputy Principals or other authorised members of staff. This may include searching a student's possessions, lockers, desks, outer clothing or electronic devices where appropriate.

School staff will not conduct strip searches. Any decision to undertake a strip search can only be made and carried out by the police in accordance with statutory guidance.

Any prohibited, banned or harmful items may be confiscated, retained, disposed of or handed to the police in accordance with Department for Education guidance. All searches and confiscations will be recorded in line with school procedures.

Prohibited Items

Prohibited items include, but are not limited to:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco, vapes and associated paraphernalia
- Fireworks
- Pornographic images
- Any item likely to cause harm, commit an offence or damage property

The school may also search for any item banned under school rules where there are reasonable grounds to do so.

10. Use of Reasonable Force and Restrictive Intervention

West Craven High School follows the Department for Education guidance on the use of reasonable force and restrictive interventions. All members of school staff have a legal power to use reasonable force where it is reasonable, proportionate and necessary to do so.

This power applies to all members of staff and may also apply to individuals whom the Principal has temporarily placed in charge of students, such as supply staff, volunteers or adults accompanying students on educational visits.

The school will always seek to de-escalate situations and use preventative strategies wherever possible. Further guidance regarding the use of reasonable force and restrictive intervention is available within the school's safeguarding and restrictive intervention procedures.



11. Safeguarding and Additional Needs

The school recognises that changes in behaviour may be an indicator that a student requires additional help, support or protection.

Where concerns arise, we will consider whether a student's behaviour may be linked to safeguarding concerns, special educational needs and disabilities (SEND), mental health needs or other personal circumstances. Where appropriate, support and intervention will be provided alongside any behaviour response.

Where there is reason to believe that a student may be suffering, or is likely to suffer, significant harm, the school will follow its Child Protection and Safeguarding Policy.

The school is committed to fulfilling its duties under the Equality Act 2010 and SEND Code of Practice and will make reasonable adjustments where appropriate.

12. Suspensions and Permanent Exclusions

Suspension and permanent exclusion are serious sanctions and will only be used where appropriate. Only the Principal has the authority to suspend or permanently exclude a student from school.

The school is committed to ensuring that all suspensions and exclusions are lawful, reasonable, fair and proportionate. We are also committed to ensuring that no student is removed from the school roll unlawfully or through informal exclusion practices.

A suspension or permanent exclusion may be considered where:

- There has been a serious breach of the Behaviour Policy.
- There have been persistent breaches of the Behaviour Policy.
- Allowing the student to remain in school would seriously affect the education, welfare or safety of others.

Before making a decision, the Principal will consider all relevant evidence, the individual circumstances of the case and any additional needs the student may have. Where a suspension is issued, parents/carers will be informed of the reasons, duration and right to make representations in accordance with statutory guidance.

Following a suspension, a reintegration meeting will normally take place to support a successful return to school. Additional support may include behaviour monitoring, mentoring, pastoral intervention, behaviour contracts or other appropriate strategies.

The school follows all statutory guidance relating to suspensions and permanent exclusions. Full procedures relating to suspensions, exclusions, governors' responsibilities and independent review panels can be found in Appendix 2.



Appendix 1: Definitions and behaviour categories

Definitions

Misbehaviour is defined as **any minor breach of rules**, for example:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude and failing to follow staff instructions
- Incorrect uniform or appearance
- Possession, display, use or refusal to hand over a mobile phone or electronic device in breach of the school's Mobile Phones and Smart Devices Policy.

Serious misbehaviour is defined as **any serious breach of school rules**, for example:

- Repeated breaches of the school rules and repeated defiant behaviour
- Any form of bullying (see Prevention of bullying policy)
- Any form of child-on-child abuse, including harmful sexual behaviour, sexual harassment, sexual violence, abuse in intimate personal relationships, discriminatory behaviour, sexist or misogynistic behaviour, the sharing of nude or semi-nude images, upskirting, initiation or hazing-type behaviours, or any conduct that causes harm, humiliation, distress, intimidation or fear to another student.
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Assault, fighting, or threatening or aggressive behaviour
- Smoking or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited, serious, dangerous or illegal items. These are:



- Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and items associated with smoking or E-cigarettes/ vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student)
- Bringing the academy into disrepute, including through the publication and/or sharing of any of these behaviours online or via social media.

Appendix 2: Independent review panel training

The Pendle Education Trust must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of the headteacher/principal, local governing committees and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

