



# Lewknor Church of England Primary School Behaviour Policy



March 2024 – Review September 2024

## Christian Vision

Building strong foundations for a happy and successful life

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

## Introduction

Though we are many, we are one body. Together we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion.

Our community at Lewknor stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

## Intent

In the context of Christian belief and practice we aim to create an environment where children can experience strong foundations for a happy and successful life. This will be achieved where:

- there are high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils, and applied consistently and fairly to help create a calm and safe environment
- school leaders visibly and consistently support all staff in managing pupil behaviour through following the school's behaviour policy
- there are measures in place and both general and targeted interventions are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required
- pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour
- all members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully
- any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- everyone should treat one another with dignity, kindness and respect

## Implementation

To promote positive behaviour we will:

- make our expectations of acceptable behaviour clear to everyone
- foster a sense of pride in Lewknor Church of England Primary School

- model the high standards of behaviour we want to promote through our relationships with children, parents and all members of staff
- endeavour to build positive relationships with all our pupils and never hold grudges
- help children to manage strong feelings such as anger, frustration and anxiety and to persist in the face of difficulties
- support children to make and sustain friendships and to resolve conflict effectively and fairly in order to feel safe in school
- encourage a sense of self-discipline and responsibility for one's actions
- ensure classrooms and staff rooms are kept well-organised and tidy
- celebrate and reward positive behaviour i.e. 'deliberately catch people being good'
- ensure that classes are collected promptly from the playground
- treat all children fairly (this does not necessarily mean that all children are treated exactly the same)
- make adaptations to support children with particular learning, social and behavioural difficulties
- allow children to make a fresh start each lesson
- ensure lessons are appropriately differentiated so that all children can access the learning
- plan different curriculum opportunities to explore different points of view and ensure pupils are given the skills they need to disagree well and to live with contradictory convictions
- pupils with mental health difficulties will be supported and school will make use of expert advice as needed
- encourage children to compete fairly and to win with pride and lose with dignity

## Organisation

Guidelines for behaviour, both in the classroom and the playground, are discussed and negotiated with the children in each class at the beginning of each academic year. The rules and procedures are consistently applied and enforced. They positively state what to do rather than what not to do. Pupils are asked about their experience of behaviour and provide feedback in the annual pupil questionnaire.

## Impact

Expected behaviours in school include:

- Behave in an orderly and self-controlled way. For example, pupils are expected to line up quietly in the playground when the bell rings and they should enter the classroom in an orderly way
- Respect and be kind to one another (staff and pupils). Show tolerance and try to understand why others may not always agree with our thoughts
- In class, make it possible for all pupils to learn
- Listen carefully to adults in school
- Let an adult know if they have any worries or concerns
- Respect our school and be responsible - look after facilities and equipment
- Have pride in our work and always try our best
- Do all of my classwork and homework as well as you can
- Be sensible and safe
- Listen (to) and include others. Consider others always
- Be honest
- Move quietly around the school
- Keep safe
- Wear the correct uniform at all times – no extreme haircuts or piercings
- Come to school regularly and on time
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Be positive and have fun

Each class holds regular discussions to teach children how to value themselves and each other. These include opportunities for:

- children and adults to discuss specific problems
- discussion of general issues, often as part of the PSHE curriculum (Personal, Social and Health Education) and the RSE (Relationships and Sex Education) curriculum
- negotiation and reinforcement of class guidelines for behaviour

PSHE and RSE follows the Jigsaw programme, which encourages awareness of our own feelings and feelings of others, and models positive strategies for dealing with difficult situations. Daily collective worship also promotes positive behaviour.

All members of staff receive regular training on positive behaviour management strategies.

Behaviour management and any incidents of bullying (see anti-bullying policy) are regular items on the agenda for whole school staff meetings in order that everyone is informed as to what has been recorded and about any action that has been taken.

Adults are expected to maintain high expectations of pupils' behaviour. For example, we insist the children are silent at times and not just quiet. These expectations apply to all children.

## Rewards

We actively promote positive behaviour and we believe that rewards have a motivational role helping children to see that good behaviour is valued. The commonest reward is praise to individuals and groups. Rates of praise for behaviour should be as high as for work.

Children are rewarded for good behaviour through SMARTs in Friday assemblies. These refer to positive relationships and actions rather than activities such as tidying up. The SMARTs encompass every area of learning and associated behaviours.

Our School Council has agreed the following rewards, to be used as appropriate by adults in school:

- Dojo points
- Table points
- Certificates
- Individual prizes
- Individual stickers and sticker charts
- House points accrued over the year
- Special responsibilities / privileges
- Headteacher awards and certificates

Parents should also be kept informed of incidents of good behaviour.

The aim of interventions is to return the child to a task quickly and unobtrusively as possible.

## Sanctions

Sanctions are intended to give children time to reflect on and adjust their behaviour. It must be clear why the sanction is being applied. We believe it is the certainty and consistency of the sanction that matters, not the severity. It should be the behaviour rather than the person that is punished. Group punishment should be avoided as it breeds resentment. We never use put-downs or sarcasm when applying a sanction. Adults should never shout at a child unless it is to get a child's attention in an emergency situation.

Low level behaviours which are considered unacceptable include:

- Talking when someone else is speaking
- Fiddling
- Answering back
- Muttering
- Whistling
- Humming
- Huffing
- Pulling faces

Misbehaviour is defined as:

- Disruption, eg, in lessons or at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform including extreme haircuts and piercings

Serious misbehaviour is defined as:

- Any form of bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Repeated breaches of the school rules
- Sexual assault (this includes an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment such as comments, remarks, jokes and online sexual harassment, which may be a standalone or part of a broader pattern of abuse
- Vandalism
- Theft
- Physical abuse such as fighting, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this includes an online element which facilitates, threatens and/or encourages physical abuse)
- Racist, sexist, homophobic or discriminatory behaviour
- Initiation / hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)
- Possession of any prohibited items that could cause personal injury to, or damage to the property of, any person including the pupil

***All staff maintain an attitude of 'it could happen here'. They will address inappropriate behaviour as soon as it happens, as this can help prevent abusive/violent behaviour further down the line. Abuse is abuse and will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".***

A decision to suspend or exclude a pupil will be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

### **Confiscation**

Any prohibited item that could cause personal injury to, or damage to the property of, any person including the pupil found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item that is harmful or detrimental to school discipline.

## Bullying

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying school policy, which is available on the school website. However, it is important to reiterate here that 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.

School's response to any incident will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases of mildly disruptive and undesirable behaviour the following consequences have been agreed by pupils and are as follows:

- Verbal warning
- Pupil to spend time in the reflection room with an adult to discuss behaviour
- Pupil to fill out reflection form
- Apologise to others
- Time out
- Write a letter of apology
- Work to be completed at home, at break or lunchtime
- Letters or phone calls home to parents
- Community service, eg, litter picking
- Agreeing a behaviour contract

Children should be given rule reminders, relating to their behaviour and should know the consequences of their continued bad behaviour.

On rare occasions where there has been an incident of extremely poor behaviour e.g. repeated swearing or endangering the safety or disrupting the learning of others, the headteacher may decide that a child needs an extended period of time away from his / her class to reflect on their behaviour. This is known as an internal exclusion and during this time a child will work away from their class with adult supervision. The class teacher will be expected to provide an appropriate pack of work for the child to complete during this time.

Removal should be used for the following reasons:

- a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- c) to allow the pupil to regain calm in a safe place

Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.

On very rare occasions, the headteacher may decide that a child needs either a fixed-term or permanent exclusion from the school. On such occasions we may have to contact a parent and ask them to collect their child from school during school hours.

There may also be some occasions, after a serious incident, when a referral will be made immediately to children's social care and/ or the police, for example child-on-child abuse. Anyone can make a referral but staff are advised to tell the Designated Safeguarding Lead (Deborah Cole) or Deputy Designated Safeguarding Lead (Kirsty Wakefield) of any incidents. See the school's Child Protection and Safeguarding Policy for our procedure for making a referral.

Pupils are taught to confidently report any abuse, sexual violence and sexual harassment. They are encouraged to call out and report anything that makes them uncomfortable, no matter how 'small' they think it is. Our RSE / PSHE curriculums teach the children: what respectful behaviour looks like, body confidence and self-esteem and healthy relationships. Staff have been trained to treat all concerns seriously.

While school will not tolerate certain behaviours, we will not demonise anyone and we will support and listen to all of the pupils involved. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

### Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. The school can also issue sanctions to pupils for online misbehaviour.

Conduct outside the school premises that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to and from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school

The decision to sanction a pupil will be lawful if it is made on the school premise or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

### Mobile Phones

Pupils should not bring mobile phones to school. Should a pupil need to make an emergency phone call to a parent then this can be done through the office.

### Malicious Allegations

If an allegation is determined to be unfounded or malicious, the Oxfordshire County Council's Safeguarding Team will be informed. They will help to determine whether the child concerned is in need of services, or may have been abused by someone else.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will consider whether any action is appropriate against the person responsible for making the allegation. Such cases may be dealt with under the Protection from Harassment Act 1997.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Any such incident will never be ignored.

The headteacher will also consider the pastoral needs of any staff accused of misconduct.

### **Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)**

We know that all children have different needs and that some children find managing their own behaviour more difficult than others due to a wide range of different reasons. We work from the philosophy that we **achieve fairness by meeting each child's individual needs rather than by treating every child the same**. Whilst we don't use this to excuse inappropriate behaviour we do seek to understand the reasons behind the 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan should be secured and the school should co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

- short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- training for staff in understanding conditions such as autism
- use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- the pupil was unable to understand the rule or instruction
- the pupil was unable to act differently at the time as a result of their SEND
- the pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The school's special educational needs co-ordinator (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 programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Our overall aim in this process is to produce a happy, safe and secure environment for all children. We want them to be valued as an individual and for the child to take responsibility in managing their own behaviour. Teachers have the right to teach and children have the right to learn.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

Our staff are provided with training on managing behaviour, including proper use of reasonable force, as part of their induction process.

Behaviour management will also form part of continuing professional development.

### **Use of Reasonable Force (advice from DfE, July 2013)**

It is important for schools to maintain a caring, welcoming ethos which establishes a safe, secure and stable environment to enable pupils to grow, develop and learn.



The majority of children do not behave in an aggressive or violent way. They attend school in an environment which is conducive to learning. For children who present challenging behaviours, redirection, diffusion, prevention and avoidance are the first tools in managing violence and will tend to make control and restraint unnecessary in many situations. However, there may be occasions when the use of force or positive handling is appropriate and necessary. For this reason there is a duty on all schools in England to have a policy to reflect this practice. This policy is best placed within the school's discipline or behaviour policy.

Good practice in schools should involve pupils in examining and discussing the implications of behaviour that would require staff intervention. Staff should have the opportunity to examine issues of discipline, care and control, and methods of dealing with difficulties should be shared.

This guidance acknowledges that situations will arise for school staff in which the use of force may be required in dealing with conflict when other measures have failed or staff are taken by surprise.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

## Principles

It is essential that the physical management of pupils:

- is seen as a rare occurrence and as a last resort
- be applied using the minimum amount of force and for the minimum amount of time possible
- seeks to ensure the safety of other children and staff
- is part of a whole school behaviour policy
- is not used to discipline or punish children
- is recorded and reported to parents

The foundation of good practice in this area is based on:

- good relationships between staff and pupils
- the positive promotion of good behaviour
- clear procedures and processes, which are reinforced inside and outside the classroom
- clear recording of all incidents
- effective links with parents
- effective links with other appropriate agencies

## Key points

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

### What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

### Schools can use reasonable force to:

- Remove disruptive children from the classroom or playground where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable adjustments will be made for disabled children and children with special educational needs (SEN).

### Power to search pupils without consent

In addition to the general power to use reasonable force described above, the head teacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for

prohibited items such as stolen items, knives, weapons or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

- Schools do not require parental consent to use force on a student.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.

### **Telling parents when force has been used on their child**

It is good practice for schools to speak to parents about serious incidents involving the use of force and to consider how best to record such serious incidents. It is up to schools to decide whether it is appropriate to report the use of force to parents.

In deciding what is a serious incident, teachers should use their professional judgement and consider the:

- pupil's behaviour and level of risk presented at the time of the incident;
- degree of force used;
- effect on the pupil or member of staff;
- the child's age.

### **What about other physical contact with pupils?**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary.

Examples of where touching a pupil might be proper or necessary:

- holding the hand of the child at the front/back of the line when going to assembly or when walking together around the school
- when comforting a distressed pupil
- when a pupil is being congratulated or praised
- to demonstrate how to use a musical instrument
- to demonstrate exercises or techniques during PE lessons or sports coaching
- to give first aid

## **Roles and Responsibilities**

### **The governing board**

Lewknor Church of England Primary School's governing body is responsible for reviewing and approving the written statement of behaviour principles, which is available on the school website.

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governors, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will ensure that all staff understand the behavioural expectations and the importance of maintaining them, will provide new staff with a clear induction into the school's behavioural culture, offer appropriate training in behaviour management.

### Staff

Staff are responsible for:

- implementing the behaviour policy consistently
- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- modelling positive behaviour
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- providing a personalised approach to the specific behavioural needs of particular pupils
- ensuring behaviour incidents are recorded (reflection forms)

The headteacher will support staff in responding to behaviour incidents.

### Parents

We believe that the partnership between parents and school is crucial to building trust and developing a common approach. Parents have an important role to play in securing the appropriate behaviour of their child at school and expectations are laid out in the Home School Agreement.

Parents are expected to:

- get to know the school's behaviour policy and support their child in adhering to the behaviour policy
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- take part in any pastoral work following misbehaviour

Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate.

The school will endeavour to build a positive relationship with parents by keeping them informed about developments in their child's behaviour and the school policy, and working in collaboration with them to tackle behavioural issues.

### Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard
- the pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards. They will be asked to give feedback (school council and pupil questionnaire) on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

The school's house point system continues to apply in order to reward good effort and behaviour.

### Monitoring and Evaluating School Behaviour

Schools are encouraged to collect data from the following sources:

- behaviour incident data, including on removal from the classroom
- attendance, permanent exclusion and suspension data

### Legal and Statutory Requirements

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property