



The Corner School: Behaviour Policy

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Approvers:	The Corner School Education Committee
Date of last review:	October 2025
Next Review Date: <i>(Updates in response to changes in legislation and best practice will occur as and when needed.)</i>	October 2026

- **Scope:** This policy applies to everyone involved in UP's work (e.g. candidates, staff, temporary staff, agency workers, contractors, secondees, trainees/volunteers, Trustees, Governors etc.)
- This policy is written in accordance with all legal requirements and best practice
- **Equal Opportunities:** This policy will never discriminate directly or indirectly against the 9 protected characteristics. Equality of opportunity should be provided for all employees in accordance with the Equality Act (2010). Individuals are invited to provide information about any equality or diversity issues that may be relevant. UP may consider making adjustments to this policy in appropriate circumstances when feasible and in keeping with organisational needs.
- **Data Protection:** Personal data collected and processed in relation to this policy is managed in accordance with Unlocking Potential's Data Protection Policy.
- **Policy Status:** This policy is not a contractual term of employment, and it may be varied by UP at any time.

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1. Introduction

At the Corner School, we understand that individual children enter our school with a range of early life experiences, family backgrounds and additional needs. All our children for a variety of reasons have struggled to access mainstream education and are all at different points in their learning journeys.

Our approach to behaviour is child centered to meet the needs and preferences of each individual pupil. We set individual Behaviour for Learning and academic targets to ensure that pupils make progress with their social, emotional and mental health in addition to their academic progress. Our targets are challenging but achievable and progress is measured over time.

The guiding principles of this policy are:

- Respect yourself (and be kind to yourself)
- Respect and listen to others (and be kind to others)
- Engage with all areas of learning
- Reflect and learn from each day

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour for learning, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment so that everyone can work together and learn
- Ensure that every member of the school feels valued and respected
- Establish a whole-school approach to maintaining high standards of behaviour for learning that reflect the school values
- Ensure that individuals are all treated fairly. Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation

3. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff, 2022
- Searching, screening and confiscation at school, 2018
- Searching, screening and confiscation: advice for schools, 2022
- The Equality Act, 2010
- Exclusion from maintained schools, academies, and pupil referral units in England, 2017
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement, 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on: Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

4. Child on Child abuse (bullying)

Bullying is a form of child-on-child abuse and can be defined as the repetitive, intentional harming of one person or group by another person or group. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching Sexual violence: such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

Whilst the school maintains overall responsibility for the behaviour and safety of all pupils during the time when the children are with us, there is an emphasis on supporting parents to take responsibility for their child's behaviour.

Every individual within the school community has responsibilities within our Behaviour Policy:

5.1 The Corner School Education Committee

The Corner School Education Committee is consulted on the philosophy and content of our behaviour policy. The Head Teacher reviews the Behaviour Policy annually. The Corner School Education Committee is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Head Teacher

The Head Teacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Monitoring how staff implement this policy and ensuring that it is implemented consistently throughout the school
- Providing new staff with a clear induction into the school's behavioural culture, 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, 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 (see section x)

5.3 Teachers and staff

Staff are responsible for:

- Creating a safe, pleasant, stimulating environment for children both physically and emotionally
- Treating children fairly and with respect
- Raising children's self-esteem and developing their full potential
- Using rewards, rules and consequences clearly and consistently to promote good behaviour for learning within a personalised framework
- Developing class golden rule with children so that children are very clear about how they are expected to behave
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Holding high expectations of the children and providing a personalised approach to the specific behavioural needs of the children
- To support children in meeting the behaviour standards
- Recording behaviour incidents promptly and accurately on CPOMS
- Challenging pupils to meet the school's expectations

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following any unacceptable behaviour choices (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- 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, the school's policy and working in collaboration with them to support with behavioural issues.

5.5 Children

Children 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 routines
- The rewards they can earn for meeting the behaviour standards
- The support that is available to them to help them meet the behavioural standards
- Children will be asked to give feedback on their experience of the behaviour culture via an annual questionnaire to support the evaluation, improvement and implementation of the behaviour policy

6. Definition of school jurisdiction

This policy applies on school premises and during school hours, on visits and trips, and school events and other occasions related to the school, and any occasions when the children are the responsibility of the staff. The policy applies whenever students are in school uniform out of school hours or travelling to and from school, they are considered to be representing the school and therefore the school rules apply. The school reserves the right to take interest in and impose sanctions for any misconduct by any children at any time, beyond the bounds of the school day, week, and term where such misconduct prejudices the good order and welfare of the school and its children. The school can impose sanctions on children who have used the internet or a mobile phone to harass another student or member of staff outside school.

7. The Process of personalising Behaviour for Learning

During the referral process for a place at the school the parents and children meet the Headteacher and a member of our Therapeutic team. As part of this process, they complete a Behaviour for learning assessment. The referring school are also required to fill this in. This rates the child's behaviour under three main areas:

- Relationship with self
- Relationship with others
- Relationship with the curriculum

From this baseline scores are gathered and initial behaviour targets are set. Strands from the assessment are turned into targets to work on within the classroom setting. At the end of each half term the child's teacher re-assesses each student using the attitude to learning grid. This 'data drop' gives an overall picture of progress towards behaviour for learning expectations which can be shared with parents, children and other professionals.

8. The PSHE Curriculum

We have a PSHE curriculum specifically tailored to pupils with social, emotional, and mental health needs. We work with the children to include all National Curriculum requirements during PSHE. We place significant emphasis on PSHE during our school week. Class assemblies, circle times/PSHE sessions often focus on issues of how we conduct ourselves and treat one another.

Breakfast time and play times are seen as crucial parts of our behaviour curriculum. The staff are expected to use these times as an important part of social learning for the children. Games and activities are supported for most of the supervised outdoor play sessions.

For example:

- Circle times with different focus on different days
- Playtimes are adult led with focus on encouraging children to play collaboratively, cooperatively and as a team as well as independently
- Structured breakfast and lunch to develop children's social skills
- Meetings at a class level or whole school level where an issue is raised and discussed and resolved as a group
- Star of the Week Assembly which includes certificates and positive notes home

9. What we do to encourage positive behaviour

- We are clear about our expectations of good behaviour and discourage inappropriate behaviour
- Stopping lessons if necessary to discuss appropriate choices
- Well organised classrooms with clearly labelled resources
- A 'nurtured' environment with good display of the children's work
- Good timekeeping
- Consistent routines – especially transitions; including planning about staffing for these times
- A folder of 'behaviour'/feelings reflection sheets
- Structured adult led playtimes
- We encourage children to take responsibility for their own actions and behaviour
- We praise and reward pupils for showing good effort or for making positive behaviour choices
- We encourage children to make the right choices and consider the consequences of their actions
- We help children make the right choices by using language and phrases so that they receive a consistent message
- We hold termly celebration assemblies to reward progress and achievement; and as an ongoing part of our work
- We hold weekly Star of the week assemblies to recognise and reward the hard work and efforts of the pupils through compliments and certificates
- The head teacher meets with children on a regular basis to review progress against behaviour and learning targets and give children an opportunity to reflect on our joint approach to helping children improve
- We involve parents and families in these processes on a daily basis so that positive behaviours are reinforced within the home setting

10. What we do to reward positive attitudes?

- Instant verbal praise or written comment on work where appropriate
- Staff employ reward systems within their classes
- Reward experiences e.g. visit, extra playtime
- Using school website to display good work
- Displays
- Certificates when a certain number of points have been calculated
- Positive acknowledgements for achievement, effort, attitude and all other positive aspects of behaviour
Contact with parents to acknowledge good work; ("Just a Note"/Postcard Home/to let parents know children have done well)
- Displaying the children's work in the classroom to acknowledge their achievements

11. What we do if a child makes a wrong choice

- Staff complete reflections with pupils (if required) during luxury time at the end of each day.
- We discuss the incident with pupils using clear and consistent language
- Where necessary, we discuss incidents with all children involved
- Where possible, we encourage children to try to solve disagreements using restorative approaches and adopting a "no shame, no blame" culture
- We encourage children to reflect on their own behaviour
- We can support children and their families as part of the family intervention work by our Complex Case Therapist.
- Our whole school approach to inappropriate behaviour will be followed consistently by all staff. When unacceptable behaviour is encountered the following consequences are taken:
 - Staff to remind child to make good behaviour choices
 - Staff to give a warning
 - Reduced or loss of luxury time
 - 'Time In' with an adult engaging in conversation and reflection about what has happened
 - Pupil to meet with Headteacher
 - Parents of pupil to meet with Headteacher
- Where unacceptable behaviour has led to a meeting with the Headteacher the following consequences may apply:
 - Meeting with parents
 - Involvement of additional internal and/or outside agencies
 - Reduced or personalised timetable
 - Parents to attend upcoming offsite trips to ensure safety
 - Suspensions

12. Suspensions

At the Corner School, we understand that suspensions can reinforce a child's negative experience and views of themselves; we therefore do not believe that suspensions are the most effective way to support children. However, in extreme and exceptional circumstances, following careful consideration, the Headteacher may need to suspend a child temporarily or exclude a child permanently.

Safe conduct by pupils is essential to ensure that all children can benefit from the opportunities provided by education at The Corner School. This is crucial when safeguarding the most vulnerable students.

Prior to suspension, we will always try to adapt and personalise the provision for every pupil to ensure that we can meet their needs to enable them to access education.

All behaviour incidents that potentially warrant a suspension or an exclusion are discussed by the Headteacher with the CEO of Unlocking Potential using appendix 1 "Process of Deciding." This will be carried out before finalising the decision and informing parents.

A decision to suspend or exclude a child permanently from the Corner School is only to be used as a last resort and will only be taken if:

- There has been significant harm to themselves or others
- There has been significant damage to property
- Allowing the learner to remain in school would seriously harm the education and
- welfare of the learner or other pupils in the school
- In response to a serious breach or persistent breaches of the school's behaviour policy

Where children are at serious risk of exclusion, the Local Authority and all relevant external agencies will be involved, and an urgent meeting will be called. Exclusion will be the last resort after all other steps have been exhausted.

13. Use of Reasonable Force

In order to maintain the safety and welfare of all pupils at The Corner School, it may sometimes be necessary to use reasonable physical intervention to keep a pupil or others safe as permitted by law. The Corner School Education Committee has taken account of advice provided by the DfE: *'Use of reasonable force: advice for head teachers, staff and governing bodies and the school's public sector equality duty'* as set out in *section 149 Equality Act 2010*.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing (physical) harm to themselves
- Causing (physical) harm to others
- Causing (significant) damage to property
- Causing disorder
- Committing an offence

Incidents of physical intervention must:

- Always be used as a last resort once all primary, secondary and non-restrictive tertiary strategies have been applied
- Always use reasonable force

- Always be lawful and proportionate to the circumstances of the incident and the seriousness of the behaviour (or the consequences it is intended to prevent)
- Must be in the member of staff's honest held belief that if physical intervention was not applied, there would be a serious risk of danger and serious harm to self or others
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment or punitively
- Be recorded and reported to parents (via CPOMS)
- Be recorded accurately and factually

Prior to using physical intervention, staff should dynamically consider and assess the risk whilst carefully taking into account specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. All permanent staff at The Corner School are trained in PRICE physical intervention techniques (Protecting Rights In a Caring Environment). If a situation requires physical intervention, they will apply the appropriate and approved strategies, where possible. The Corner School staff will undertake regular training as the Behaviour Lead has undertaken additional training to become an in house PRICE trainer.

On rare occasions where there is an imminent threat of danger or serious harm non-procedural contact may need to be applied to keep the pupil safe. [Physical Contact and Intervention Policy](#)

14. Confiscation, searches, screening

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

14.1 Searching

The Head teacher and staff have statutory right to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, these items include but are not limited to;

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence
 - to cause personal injury to, or damage to property of; any person (including the pupil)

14.2 Confiscation

The school can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited
- is evidence in relation to an offence

15. Inappropriate Online Behaviour

The school can issue consequences 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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful responsibility of a staff member.

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.

16. 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.

The school will address and educate pupils and families about this via our PSHE/RSE scheme of work and teaching.

The school will provide a setting/environment and culture (via our systemic working practice and key values) in which pupils feel supported to report any concerns they have about harmful sexual behaviour freely. These concerns will be taken seriously and dealt with swiftly and appropriately. Making sure any victim feels safe and supported will be the school's priority.

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
 - Report to the police

Please refer to our child protection and [safeguarding policy](#) for more information

17. 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 the next steps for the pupil in accordance with this policy.

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policies for more information on responding to allegations of abuse against staff or other pupils.

18. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of Physical Intervention/Safe Holding
- Positive Behaviour Support Training
- 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.

19. Monitoring arrangements

When monitoring and evaluating school behaviour the school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspensions
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, children, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every month by the Director of Safeguarding & Business Development. The data will be analysed from a variety of perspectives including:

- At school level
- By age 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.

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and the Corner School Education Committee at least annually, or more frequently if needed, to address findings from the regular monitoring of the behaviour data (as per section 9.1). At each review, the policy will be approved by the Headteacher.

20. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and Safeguarding policy
- Physical Contact and Intervention policy
- Anti-bullying policy

Appendix 1: Process for Deciding

- Panel (wherever possible): Headteacher, Inclusion Lead, Class Teacher, TA. The panel will meet and fill out the below table with “Arguments for and against exclusion”
- The following steps need to occur:
 1. Gather the views of those involved in the incident (Where appropriate this might be a formal discussion)
 2. Look at recent history of behaviour
 3. Take into account mitigating circumstances/contributing factors
 4. Where deemed appropriate take into account a child’s stage of journey at the Corner School. (Just started, ready for mainstream etc)
 5. Complete table below:

Reasons for decision making

Reasons for Decision to Exclude	Reasons against Decision to Exclude
Outcome and Rationale	

6. Final decision made by Headteacher in consultation with CEO of Unlocking Potential

