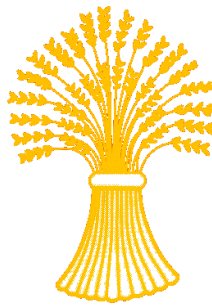


Lunsford Primary School



*Whole School Differentiated
Behaviour Policy*

SAFE READY RESPECTFUL

Reviewed – September 2025
Next review - September 2026

See also:

Anti-Bullying Policy

Equalities Policy

Exclusion Policy

Child Protection Policy

Feedback Policy

SEN Policy and SEND Information Report

Equal Opportunities

At Lunsford Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

This document is a statement of the aims, principles and strategies for Lunsford Primary School. This policy has been reviewed regularly and is the result of developed practice and experience at Lunsford Primary over many years. It takes into account DFE guidelines and LA advice.

Our mission statement, *“A journey of success and excellence for every child at Lunsford”* underpins our vision of *‘creating a nurturing, creative and inspiring environment which enables us to have valued, happy and independent learners.’*

Rationale

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping all to fulfil their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. Our policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

Aims

This policy aims to:

- To ensure a safe, nurturing, caring and happy school.
- To promote good citizenship.
- To promote self-discipline.
- To prevent bullying.
- To ensure appropriate behaviour and language throughout the school.
- To encourage and praise greater effort in both work and behaviour.
- To be a 'Good News' school where we are relentlessly and purposefully positive, and deliver at least 3 verbal positives to 1 negative.
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff.
- To ensure that parents or carers are informed and are aware of the disciplinary procedures.
- To ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity.
- To ensure a safe, caring and happy school.

Principles

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the LA, governors, parents, carers and others in the community.

This policy will apply to all children of statutory school age unless a specific variation is agreed in their Inclusion Support Plan and all have been staff informed.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, carers, pupils and governors, work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures and the value that we place upon them.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

PSHE

A timetabled PSHE session takes place within each class. As part of the PSHE curriculum issues regarding behavior and restoration are discussed and circle time can be used to address behavioral issues and the restorative approach the school adheres to. This gives focus on personal and social skills development, and gives the children a platform where they can air their views and put forward ideas they have to bring about positive change.

Two representatives from each class attend regular School Council meetings to present ideas and views expressed by the class.

LUNSFORD PRIMARY SCHOOL RULES

As a successful Nurture UK accredited school - we have three overarching school rules:

- Be safe
- Be ready
- Be respectful

These 3 rules permeate through everything we do.

Children will be taught what they mean and how they can abide by them. They will be displayed throughout the school and in every classroom.

SAFE, READY, RESPECTFUL

There are just 3 simple, clear and coherent behaviour expectations. This makes it easy for adults and children to recognise good behaviours and expectations. They are easy to follow and easy to remember enabling all children and all adults to embrace them.

We are **SAFE** when: we move around school in a safe manner; we follow instructions to keep ourselves safe e.g. on school trips; we use equipment safely; we stay safe online; we cross roads safely; we keep our hands and feet to ourselves.

We are **READY** to learn when: we arrive at school on time; we have our equipment ready; we show that we are listening, we are ready to start lessons; ready to listen and follow instructions...

We are **RESPECTFUL** when: we listen when others speak; we respect the property of our friends and the school; we show manners; we consider others' feelings; we focus our attention; we show effort...

School and parents working together:

As part of our Home School Agreement parents need to teach their child these behaviours at home to help them become a successful learner in our school.

“Children bring their behaviour in to school with them: learned at home, rehearsed in the community and delivered to your classroom door.”

‘When the adults change everything changes’. Paul Dix (2017)

We would like parents to share in our behaviour expectations by repeating, reminding and discussing them at home:

SAFE: How can children keep themselves and others safe at home? (Safe online, safe when playing out, safe in the kitchen, crossing the road...)

READY: What does ‘being ready’ look like at home? (Ready for school, ready for bed, ready to leave, ready to eat...)

RESPECTFUL: What does ‘showing respect’ look like at home? (respect for their own property such as toys and electronics, respect for their own environment eg bedroom tidiness, respect to their siblings, telling the truth and of course respect towards their friends, parents and other adults...)

Home and school connected and bridged by three simple words, jointly managing children's behaviour. Three words, three acknowledged agreements, three definite expectations: relentlessly pursued. They are constant, consistent and predictable, at school and at home: making our children feel certain, encouraged and safe.

Behaviour management is a team sport; we aim for our children to strive for excellence in everything they do through coaching, teaching and parenting.

Rewards

At Lunsford Primary School we aim to celebrate good behaviour to help create a positive nurturing and supportive ethos within the school.

Celebration Time

Each week we have a celebration assembly. The teacher, or sometimes the class, judges which achievements best reflect those of the class for that week – one for Being Safe, one for Being Ready, one for Being Respectful and one for Good Work. The child or group will be presented with a certificate outlining the achievement. The certificate for Good Work will also include a colour photocopy of the work to be sent home.

Lunchtime and Playtime

The above system of rules rewards and sanctions is to be applied to the whole school day. During the lunch time session positive and negative comments on behaviour should be fed back to the class teacher.

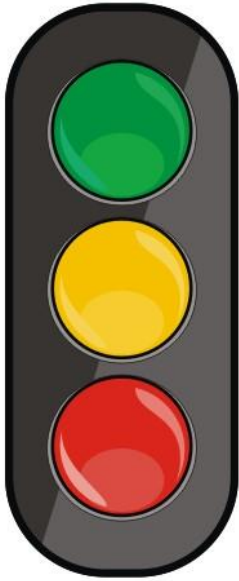
During the lunchtimes and playtime the children are given access to a variety of play activities that are changed regularly.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). 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.

The 3 overarching school rules link into our Traffic Light behaviour system:



At Lunsford we want all children to feel safe and secure and ready to learn. We use our Traffic Light system to help children achieve this:

The school's main approach to using our Traffic light approach to modify behaviour will be known as '**Plan A**' and this will be sufficient to target the behaviour management of 95% of our pupils.

Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems - 'Plan B' for more individually structured behavioural approaches and the creation of an Inclusion Support Plan. Finally, plan 'C', for pupils with more extreme problems whose inclusion in the school needs multi agency support.

PLAN A

This series of actions is expected to be effective for the majority (95%+) of the pupils in the school.

Green= Meeting all the three rules- being safe, being respectful and being ready.

Amber = Things are starting to go wrong – behaviour is either not safe/respectful or ready to learn. An amber sanction will be discussed with the pupil

Red – things have really escalated and the behaviour being displayed is not safe and respectful. Children will have a RED sanction.

Following the 'script'

All staff will use the same script when speaking to a pupil in the school about the way they are behaving:

Are you being.....?

What is it you are doing?

What should you be doing?

You are choosing to show Green/Amber/Red behaviours

Throughout this process staff should endeavour to ensure that other children are being praised and rewarded for the right behaviour.

All classes will prepare their traffic light sanctions and discuss the school rules and class rules during the PSHE sessions at the beginning of the academic year.

Green Behaviours look like:



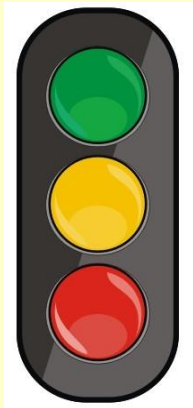
- ▶ Walking safely in school
- ▶ Holding doors open for others
- ▶ Showing good manners
- ▶ Good behaviour for learning
- ▶ Being respectful
- ▶ Being a good friend
- ▶ Using kind words
- ▶ Having kind hands

REWARDS:

- ▶ Dojos/ Housepoints
- ▶ Messages/ notes home
- ▶ Stickers
- ▶ Lunchtime stickers
- ▶ Non-uniform day for winning house
- ▶ Celebration certificates in weekly Celebration Assembly



Amber Behaviours look like:



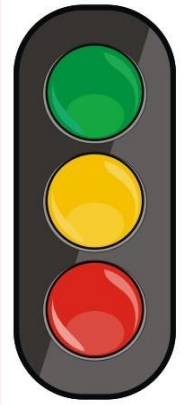
- ▶ Not being respectful
- ▶ Not being ready
- ▶ Not being safe
- ▶ Not listening
- ▶ Calling out and talking when being asked not to several times
- ▶ Touching other people's things without their permission
- ▶ Running in school/ classroom
- ▶ Saying unkind things/ unkind gestures
- ▶ Using outdoor voice in school

Consequences:

- Discussion about the behaviours
- Behaviour script shared with child
- Verbal reminders to move to Green behaviours
- Time out/ thinking time



Red Behaviours look like:



- ▶ Not engaging with the learning
 - ▶ Being unsafe
 - ▶ Being disrespectful
 - ▶ Unwanted physical contact
 - ▶ Something that endangers themselves or others
 - ▶ Damaging another person's property
 - ▶ Using hurtful or inappropriate language
 - ▶ Being unkind to someone else
 - ▶ Consistently using Amber behaviours
 - ▶ Not following the rules
- Sanctions:**
- Discussion about the behaviour
 - Behaviour script
 - Behaviour logged on CPOMS
 - Reflection time (playtime/ lunchtime)
 - An apology to the injured party
 - Time out in another class
 - An apology letter/ picture
 - Phone call home if appropriate
 - Visit to Headteacher or member of Senior Leadership Team



SANCTIONS FOR EXTREME BEHAVIOUR

Certain totally unacceptable behaviours bypass the Traffic Light system

Examples of these are:

1. Pre-meditated attack
2. Unprovoked attack
3. Using an object with intent to harm
4. Repeatedly leaving the care of the adult in charge, and not responding to warnings.
5. Continuous name calling/ racial abuse

These behaviours result in a record on CPOMS and contact with the parent outlining the behaviour that has taken place. The Headteacher or member of the Senior Leadership Team will investigate the whole incident, prior to contact with the parent. The parent will be invited in to discuss the situation and to develop, with the school, an inclusion support plan. Ultimate sanctions for non-cooperation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.



If the behaviour of a child or children becomes a danger to the class, the class teacher should remove the class for their own safety and take them to another room and let another member of staff know either by walkie talkie or a note to the office/ next class. A child will take their coloured card to the office or to the designated TA who will contact a member of SLT.

Plan B (Inclusion Behaviour Support Plan – guidance attached)

This stage is for children for whom Plan A has not been effective in changing their behaviour (e.g. 5% of the school population).

The pupil will be raised to a member of SLT and appropriate sanctions will be put in place as well as a meeting with parents to discuss the child's behaviour.

If appropriate, with the agreement of parents a monitoring period Inclusion Behaviour Support Plan may be introduced.

This plan will be developed by a referral to the SENCO and the preparation of an Individual Behaviour Support Plan.

Aims of Inclusion Behaviour Support Plan (B) and Inclusion Support Plan (C) are to:

- Inform and engage the whole school
- Reduce anxieties surrounding the behaviour
- Keep to an absolute minimum manual handling of pupils
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour.
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Ensure other pupils are supportive of behaviour modification and feel secure

Pro-active - planned steps

- Timetable changes
- Staffing
- Differentiation
- Use of key adults - the whole school informed
- Consistency of staff (actions and words). Plan action to support changes: -Tell the child and walk away
- Offer of help
- Use key words and simple sentences
- Teach Repairs/boundaries - focused on a target behaviour
- Systematic rewards - immediately contingent upon target behaviour

Staff will have updates and reminders during staff meeting about ways in which to be proactive.

Should the SENCo, class teacher and parents feel it is appropriate a referral to the Specialist Teaching Services through the LIFT process (Local Inclusion Forum Team). The Mainstream Minimum Standards need to be met, and evidenced. Discussions will be held with the child's parents and then a referral will be made.

Reactive - Be aware of early signs and take immediate action (unexpected behaviours)

As a school we only move children where there is a direct threat to their or others immediate safety (see manual handling policy).

Ensure action is taken to avoid escalation and handling:

- Adopt a positive approach such as time out.
- Plan distraction.
- Offer clear boundaries.
- Transfer to a different adult if appropriate.

Inclusion Support Plan Sanctions should be as low-level as possible and short term. Low-level action that is consistent and certain is more effective than higher level action. Sanctions should be planned and fair, they must not in any way damage the relationship between pupil and staff.

Repairs should be short term.

TIME OUT

Time out is recommended to de-escalate patterns of behaviour. Time out should be planned and this plan should include the pupils as far as possible. Ideally pupils should move toward identifying their own need for time out. Time out should be managed with low key approaches. Use of symbols or signs can indicate that time out is recommended or needed. Time out should be used as close to the classroom as possible to avoid any need for moving the child.

If the time out space is to be used for calming and as a directed sanction, staff action and words will need to make the difference very obvious. Visual support can also demonstrate difference (objects, pictures, gestures). If being used as a sanction, staff should avoid interaction and no activities/toys should be available.

If it becomes obvious that pupils enjoy going to the time out space, ensure it is available to them subject to good behaviour. For some pupils, it could be included on a visual timetable and the 'Yes... when...' script used.

PLAN C

(INCLUSION SUPPORT PLAN- guidance attached)

There may be a small percentage of children whose behaviours and responses are difficult to predict or manage as a result of their individual additional needs. These behaviours could be building towards periods of exclusion.

If the main behaviour policy is not deemed to be appropriate for this individual then an Inclusion Support Plan will be put in place. Their individual plan will be drawn up through multi- agency working and will involve the parents, class teachers, SENCO and/ or Specialist Teaching Services. It will be reviewed regularly and all staff given a synopsis of outcomes. All staff will be aware of the outline of the programme and those involved.

There are strict guidelines for the use of Inclusion Support Plan and Part time education- see appendix.

Children on Plan B/C may have some adaptations to their playtimes/ lunchtimes to ensure the safety of all around them.

Exclusion for Serious Incidents.

The school will follow the DFE exclusion guidance before an exclusion is given. See the school's Exclusion Policy for further details.

Outside agencies

Any concerns or worries about a child may be discussed with the SENCO and other members of staff in the school on a 'needs to know' basis. For some pupils the visiting Specialist Teaching and Learning Service teacher will be consulted and there may be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENDCO (inclusion manager) and Headteacher, or as the result of discussion at a termly pupil progress Meetings. Parents or carers will always be consulted before any referral to an outside agency and written consent obtained.

Outside agencies will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. The relevant forms will need to be completed. Referrals to LIFT (Local Inclusion Forum Team) will require the completion of the Mainstream Standards and a Class Teacher referral form.

Outside agencies include:

- Specialist Teacher Services - Behaviour and Learning Therapy services: Occupational Health, Speech and Language, Physiotherapy.
- School Nurse
- Education Psychology Services
- Social Services
- Family Doctor
- Healthy Young Minds
- Paediatrician

Use of Physical Handling

No legal definition of reasonable force exists however for the purpose of this policy and the implementation of it in Lunsford Primary School:

Positive Handling uses the **minimum** degree of force necessary for the **shortest period of time** to prevent a pupil harming himself, herself, others or property.

The scale and nature of any physical intervention must be **proportionate** to both the behaviour of the individual to be controlled and the nature of the harm they might cause.

Staff would be expected to follow the pupil's Inclusion Behaviour Support Programme (School monitoring) or Inclusion Support Programme (Plan C – formal time framed support programme) / Risk Assessment in the first instance to manage an incident/challenging behaviour

If this was unsuccessful and the situation continues to escalate, staff would then be expected to employ other Team Teach techniques that they have been trained in.

Only if all of the above have been tried and are unsuccessful should staff even consider any other form of restraint. The overriding consideration should still be the reasonableness and proportionality of the force used.

All the techniques used take account of child's:

gender

level of physical, emotional and intellectual developments o special needs

Other Positive Handling strategies include:

Time out

This involves restricting the child's access to positive reinforcements in a room or area which they may freely leave. It is a specific behaviour management technique and does not necessarily mean time spent out of the class/group, but rather refers to a withdrawal of attention and/or things they find rewarding. It could be as simple as turning away from a child who is attention seeking, or

positioning a child away from the class/group. This withdrawal of attention could also be achieved by sending a pupil to another class/group or a quiet area.

Withdrawal

Which involves removing the child from a situation that causes anxiety or distress to a location where they can be continuously observed and supported until they are ready to resume their usual activities. This can mean removing a child from the class/group, to allow them time to calm down or to prevent a situation from escalating. They may need time away from staff and pupils (either on their own or in another class/group) in order to break the cycle/pattern of their behaviour or to reduce their level of anxiety/distress. The arrangement of “quiet time” shall be negotiated between the child and staff involved.

Distraction

Involves distracting the child from the current situation or thought they have. This may be by giving them something else to do (activity, game, job etc) or by changing the conversation and talking about something positive or neutral. Try using phrases such as ‘I wonder if...’ ‘Let’s try...’ ‘It seems like...’ ‘Maybe we can...’

Authorised Persons

All teachers, staff and the Headteacher are authorised to have control or charge of pupils automatically, they have the statutory power to use reasonable force within the context of The Education and Inspections Act 2006 and the subsequent guidance ‘The Use of Reasonable Force to Control and Restrain Pupils’ and guidance from the **DfE April 2012**.

All Team Teach trained teachers and teaching assistants may use physical intervention to control or restrain children. The Headteacher may withdraw this authorisation in certain circumstances where specific behaviour management strategies are in place.

Through the provision of Team Teach training, the risk of harm towards staff is reduced but it is possible for some injury to be received. All such occurrences should be treated and subsequently recorded, on the Positive Handling Form.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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 to create the plan and review it on a regular basis.

Pupils with Special Educational Needs

Sometimes behavioural difficulties are an indicator that a child may have a special educational need. When concerns are significant the SENCo, following discussions with parents, will evaluate the case and may decide to seek support from outside agencies. These individual pupils may need specific behaviour strategies and plans to address their needs. These will be shared with all staff involved with the child during the school day, as well as parents, in order to ensure consistency of approach. They may differ from the standard policy. When taking advice from outside agencies, the needs of the child, the other pupils in the class and the staff will be taken into consideration. School Trips and Residential It is very rare that we exclude a child from a school trip or residential visit and we always strive to make all reasonable adjustments to enable all children to access these opportunities. However, the school reserves the right to not include any child on a trip or residential visit whose behaviour may cause a threat to the safety of themselves and/or others. The school has a duty of care to all children and so no compromises can be made for children whose behaviour is a concern. Parents will be contacted early in the planning process for trips and residential visits if there is a concern about their child's behaviour in order to plan the best outcome for all.

The impact of these rules will be:

- Lunsford Primary School is a caring and happy place where children feel safe and thrive.
- The children's social, emotional and mental health is positively developed.
- Children take responsibility for their behaviour and make the right choices.
- We have a school of confident, self - disciplined and emotionally intelligent citizens.
- Bullying and discrimination is prevented.

Pupils need these behaviours to be a successful learner in our school.

For pupils with an ASD:

A different intervention to a behavioural approach would be needed if the pupil has a Persistent Demand Avoidance / is on the Autistic Spectrum.

This section aims to describe different approaches, when responding to the behaviour of children with ASD.

Whichever response is decided upon, it does need individual consideration at that level.

The following strategies are aimed at reducing the underlying anxiety.

School rules need to be presented visually.

Each pupil (that needs it) should have a positive behaviour plan which identifies strategies and rewards to be used when working with the pupil and is discussed with all staff working with the pupil and jointly agreed by the school and parents/carers.

These plans should be reviewed termly.

Some rewards will differ from whole class rewards as they will be pertinent to the pupil using their special interests and may be offered more frequently to reinforce appropriate behaviour.

Pupils need to be taught to understand the restorative approach. Comic strip conversations/ social stories can be used to explain situations to the pupil.

Pupils need to be given access to:

Time out cards from the lesson.

Calm area.

Box with relaxing activities / suggestions.

Access to a member of staff to talk about their worries and any incidents.

Structured activities during break and lunch times.

Access to a structured social skills programme.

Every day is a new day – we start each day with a fresh positive approach.

All children need to have boundaries and comply with school rules.

Children with an Autism Spectrum Disorder [ASD] experience difficulties with social communication, social interaction and rigidity of thinking, imagination. These difficulties can mean that they can misinterpret situations and that they find it difficult to explain their own behaviour and that of others.

There is a need to make reasonable adjustment to support a lack of understanding and skills with behaviour and to teach what *appropriate behaviour is*. All staff have had access to Autism Awareness Training from the Autism Education Trust to ensure that adjustments are made and pupils are not disadvantaged.

Recording and Reporting

Behavioural incidences will be recorded on CPOMS with action taken

Where physical intervention has occurred, a record of the occasion will include:

- the name(s) of the pupils involved
- the name(s) of all staff involved
- the name(s) of all witnesses
- when and where the incident occurred
- the nature of the physical intervention used
- the reason for the physical intervention
- a detailing of the incident, including any verbal exchanges
- details of all injuries sustained
- details of damage to property

This must be recorded on the day of the incident and given to the Headteacher. The record must be signed and dated by the member of staff who dealt with the matter.

Any member of staff or pupil at the school involved in or witnessing a serious incident involving the use of physical hold, may require additional support following the incident. Staff should ensure that they are fully recovered from an incident before resuming their duties and colleagues are encouraged to seek and offer support where it is deemed necessary.

Searching, Screening and Confiscation

Any prohibited items (listed in the DfE guidance) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

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

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

Monitoring of this policy

A copy of this policy will be shared with all staff.

A brief working summary will be available in the staff handbook for supply staff.

The class teacher is responsible for overseeing the operation of this policy for all children in her/his class.

In light of this policy the senior management team will continually monitor the behaviour throughout the school. A log of serious incidents is kept on CPOMS and monitored regularly

This policy will be evaluated annually through consultation with all the parties involved, i.e. children, parents, carers, staff and governors, Equality working group.

Agreed changes to this policy will then be incorporated as necessary.

Legislation and statutory requirements

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[The Education Act 2011](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

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 88-94 of the [Education and Inspections Act 2006](#), which require 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

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online