

## Southill Primary School



# **Behaviour (Relationships) Policy**

Adopted by the Governing Body on:	
Signature of Headteacher:	
Signature of Governing Body:	
Review Date:	
Next Review Date:	

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# Part 1

## Scope of the policy

### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent and thoughtful behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school, in particular the development and maintenance of positive relationships.
- Outline the ways we encourage and support respectful and tolerant behaviour towards each other
- Provide a consistent, fair, equal and proportional approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour 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](#)

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

### 3. Definitions

Southill Primary is a caring school with the qualities of respect, equality and happiness at its heart. We aspire to ensuring all members of the school community feel safe, secure and valued. This means that we explicitly teach all members of our school to work, play and behave responsibly and respectfully alongside each other; to enjoy being together and to look after one another. Our focus is on creating and maintaining a school community where all pupils can play and learn together in a supportive way. Therefore, we believe all members of the community need to be aware of issues of right and wrong, fairness, justice, tolerance and respect. Pupils need to see these characteristics modelled daily by other children and by the school staff and, where behaviour has been less than desirable, for these characteristics to be employed to put situations right.

**Inappropriate behaviour** is defined as:

- Disruption in lessons, at break and lunchtimes
- Violent behaviour towards other children
- Unkindness towards other children and adults
- Deliberate damage to school property

**Serious misbehaviour** is defined as:

- Repeated problematic behaviour that does not improve over time
- Any form of bullying
- Sexual violence, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour (eg interfering with clothes)
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## **Bullying**

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, or inappropriate touching
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

Incidents of bullying are taken very seriously at Southill Primary. We teach pupils about bullying and how to spot it happening. We teach them how to deal with it and the different ways they can seek help. We encourage children to tell adults quickly. We have an anti bullying policy in place to prevent and repair the damage caused by bullying - see the Anti- Bullying Policy for further details.

Any incidents of racism, homophobia or other discrimination will be referred to the Deputy Headteacher or Headteacher and dealt with on a case-by-case basis. The approach used will focus on teaching why such behaviour is unacceptable and on repairing the relationship. Parents will be notified of the incident and included in the response.

## 4. Roles and responsibilities

### 4.1 The governing board

The governors of the school are responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### 4.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively and fairly with inappropriate behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### 4.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- 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 pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Intervening promptly to enforce the school's behaviour management routines
- Challenging pupils to meet the school's expectations

The senior leadership team will help staff in responding to behaviour incidents and should be seen as a source of advice and support.

#### **4.4 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 misbehaviour (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

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

#### **4.5 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 don't 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 and will be provided with repeated induction sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-year arrivals.

## Part 2

# Managing behaviour by building positive relationships

## 5. School behaviour curriculum

Our work in this area of school life links directly to our Personal, Social, Health and Emotional (PSHE) curriculum, our Building Learning Power curriculum and our Anti-Bullying Policy, although in many respects it extends beyond these. This means that issues such as behaviour and consideration towards others are regularly discussed in class during the school year as a normal part of our curriculum.

At the beginning of the school year each class teacher leads a series of lessons with their class designed to identify a set of rights that children have within the school and their class and the corresponding behaviours (i.e. ideal behaviours) that would ensure a safe and positive learning environment. These principles are referred to as the Class Charter and are written with reference to the rights and responsibilities of the children while being worded and displayed appropriately to the age of the children. (These are revisited and updated during the annual 'Anti-Bullying Week'.) The Charter is given prominence within the class and referred to frequently.

From then on, we expect children to behave in class and around the school in the ways that have been agreed.

Children who do not honour their responsibilities or respect others' rights are quietly but positively reminded of the importance of the Charter. In this way, children will not feel embarrassed or humiliated in front of others and mutual respect between the pupil and the teacher can be maintained.

Key areas the Charter will cover include:

- Generally acting in a kind, orderly and self-controlled way
- Showing respect to each other and members of staff
- Making it possible for all pupils to learn in class
- Treating the school buildings and school property with respect

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Mobile phones

Pupils in Year 5 and 6 are able to bring mobile phones to school to help with arrangements before and after school when they may be making their own way home.

Parents must seek permission for their child to bring a phone by completing a request form

Phones must be handed to the class teacher or TA on arrival at school. Phones will be kept safely by school staff until the end of the day, when they will be returned. No child will be allowed unsupervised access to their phone during the school day.

## 6. Responding to behaviour

### 6.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

- Display the Class Charter which relates to the school rules
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption using positive reinforcement
- Offering a positive, stimulating and challenging learning environment that motivates children to achieve their full potential.
- Making sure school values are referenced whenever relevant in lessons
- Teaching and reinforcing school values and ethos in assemblies (both class and whole-school)
- Addressing inappropriate behaviour through individual guidance and counselling by using agreed methods as described later in this policy
- Developing class and teacher-specific systems of rewarding desirable attitudes to each other and to learning

## 6.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

## 6.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded in class with:

- Verbal praise
- reference to the in-class reward system (raffle tickets, marbles in jar, etc)
- Communicating praise to parents via a phone call, Ping Slips or BLP postcards
- Positions of responsibility, such as Sports Leaders
- Whole-class or year group rewards, such as a popular activity

School-wide rewards are always designed to be inclusive and equitable across the school. They centre around the Star Learner Award which is presented by each teacher in a celebration assembly every week. Teachers choose pupils according to the attitudes they have displayed in class that should be inspirational to others. These awards will sometimes be themed across the school (eg. quality of reflection in maths journals) to reflect a current school improvement issue or teachers may use their own criteria for choosing children to receive the award.

## 6.4 Responding to inappropriate behaviour

In Southill Primary School, we classify inappropriate behaviour as that which:

- disrupts pupils' own or others' learning
- is disrespectful to others
- damages property
- does not conform to the Class Charter.



Inappropriate behaviour is a lack of consideration and respect for the rights of others and neglect for responsibilities. It also includes lack of respect for the school environment, aggression towards others, rudeness and the use of inappropriate language which may occur in the classroom or on the playground. We know that such behaviours need to have consequences, to allow pupils an opportunity for reflection as well as an opportunity to take responsibility for their actions.

To manage these consequences in a fair and consistent manner, the school uses a green/yellow/red escalation system, presented in a football pitch context in each class. **None of this is visible to all children as it requires a personal, individual conversation in order to maintain a positive relationships between the adult and child.**

- Children start every day on the green football pitch area
- A warning is given and, if ignored, the child's name will be moved to the yellow area ("Getting a yellow card.")
- If, despite the warnings, inappropriate behaviour continues, the child's name is moved to the second yellow area (referred to as 'second yellow'). Children are always given two chances - to allow as much opportunity as possible to begin making better choices.
- If improvements to behaviour are noted, the child can be moved back to the green area.
- A second yellow card will result in the child being moved to a different table in the classroom (or into the middle area if disruptive behaviour is continuing)
- Continued inappropriate behaviour, i.e. ignoring both yellow card warnings, will result in a move to the red area: we call this 'being given a red card' for which the consequence is a missed playtime. While we do not like to keep children inside at playtime, it is a very effective strategy to reinforce to pupils the importance of their responsibilities towards themselves and others. Children are asked to reflect on their actions using a Reflection Sheet and these are recorded on our Behaviour Log. Parents are then provided with a copy of the Reflection Sheet so they can reinforce the messages at home about behaviour.
- If problems still continue, the child will be referred to the Deputy Headteacher or Headteacher.

Red cards can also be given directly, without having moved through the yellow card process, for behaviour that is strongly at odds with the school ethos and values, ie:

- deliberately hurting another child by using physical force
- deliberately using rude/unkind/abusive words towards another pupil or adult
- reckless damage to school property

In this way, behaviour management can be tailored to respond proportionally to any difficulties arising in class or around school.

## 6.5 The restorative approach

### Rebuild and Repair

Whenever they are dealing with difficulties, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

### The Restorative Approach

Whenever pupils need to reflect on their behaviour, such as when receiving a red card or following an incident, school staff will help them do this by following a consistent approach; one which is tied to the school ethos of caring for others, respecting the rights of others and preserving positive and healthy relationships. This conversation also acknowledges the BLP characteristic of *reflectiveness* as well as British Values of tolerance, respect, the rule of law, democracy and liberty.

At Southill Primary, everyone involved in an incident is talked through a set of questions referred to as the restorative approach. This can involve anything from an informal conversation (such as when pupils are at play) to a formal conference with the Deputy Headteacher and/or the Headteacher as well as with parents. All

members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. At all stages, conversations are non-judgemental and the approach will centre on the behaviour, not the child. Staff will use the questions set out below.

1. What happened?
2. What were you thinking and feeling at the time?
3. What have you thought about it since?
4. Who has been affected and in what way?
5. How could things have been done differently?
6. What do you think needs to happen to make things right?

The adult leading such a meeting will remind each person of the school rules for managing a restorative conversation, ie allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work will all be used to support them. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident, eg through the use of emotion cards.

Staff will investigate incidents of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it at a later date when the pupils have calmed down and are in the right frame of mind.

## **7. Responding to misbehaviour from pupils with SEND**

### **7.1 Recognising the impact of SEND on behaviour**

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must 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 inappropriate behaviour, 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, for example

- 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

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

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

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

If the answer to any of these questions is yes, it will be inappropriate (and probably unlawful) for the school to sanction the pupil for the behaviour.

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

## **7.3 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 to create the plan and review it on a regular basis.

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

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

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

# **8. Pupil transition**

## **8.1 Inducting incoming pupils**

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

## **8.2 Preparing outgoing pupils for 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.

# Part 3

## Behaviour and discipline

### 9. Managing serious behavioural issues

#### 9.1 Reasonable force

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 disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- 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
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

#### 9.2 Confiscation, searches, screening

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

##### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

##### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff will contact the HT or DH, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

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

Outer clothing includes:

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

## **Searching pupils' possessions**

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

- Tray
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

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

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

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

### **Support after a search**

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **9.3 Off-site inappropriate behaviour**

Sanctions may be applied where a pupil has behaved inappropriately off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil's behaviour has not conformed to the same standards expected in school, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

## **9.4 Online inappropriate behaviour**

The school can issue behaviour sanctions to pupils for inappropriate online behaviour 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

## **9.5 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## 10 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline 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 whether to discipline 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 policy for more information on responding to allegations of abuse against staff or other pupils.

## 11. Serious sanctions

### 11.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils



- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will be supervised by the HT, DH or class TA. Removal from the classroom will usually last for no longer than one day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

If problems continue over time, class teachers and/or the Headteacher will keep a record and the parents will be called into school to discuss how the child may best be helped to make better choices about their behaviour.

If the child's behaviour is still causing difficulties then a Behaviour Support Plan will be drawn up to outline the support school will offer the child, who will be given small targets to achieve during the day. Regular meetings with parents will form part of this Plan. All staff working with the pupil will be informed of this, including lunchtime supervisors. This will ensure a consistent approach throughout the school day. For pupils who are having these difficulties the school will provide targeted pastoral support (ELSA).

The class teacher will liaise with external agencies, as necessary, to support and guide the progress of each child, for example, by discussing the needs of a child with the Education Psychologist

## **11.2 Suspension and permanent exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

## **12. Training**

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

- The proper use of restraint
- 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.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, notably those that have been given a red card
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every regularly by the headteacher



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 rectify this situation.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the governing body at least annually to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the FGB.

The written statement of behaviour principles (appendix 1) will be part of these reviews.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying policy
- Physical restraint policy
- Mobile phone policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Our approach to behaviour management is determined by the need to maintain positive and rewarding relationships between everyone in the school.
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is available to pupils, staff, parents and governors
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	