Behaviour policy and statement of behaviour principles

Chalkhill Primary School

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Inclusion Statement:

This policy has been developed to promote an inclusive school where every pupil is valued, supported and challenged to achieve their potential. In implementing this policy, the school will have due regard to the Equality Act 2010, the SEND Code of Practice, and its commitment to removing barriers to learning, participation and achievement for all pupil, including those with SEND, disadvantaged pupils and those with protected characteristics.

Vision Statement

Learning together to aspire and achieve

At Chalkhill Primary School we aim to provide a safe, secure, and healthy environment where all children are encouraged to be independent learners and thinkers.

Through quality teaching and high expectations, we provide opportunities for our children to access an enriched and creative curriculum.

Our aim for every child is to:

- Be happy, safe, healthy and challenged
- Make good or better progress to reach their potential through the school day as well as extended school activities
- Have opportunities to excel through a diverse, balanced and exciting curriculum
- Develop skills to become lifelong learners taking responsibility for their own learning and developing inquisitive minds
- Be equipped with life skills to succeed in any environment
- Respect themselves and others and have an awareness of environmental issues and how they affect us
- Develop holistically – academically, socially and emotionally
- Work in partnership with parents and the community to provide life experiences
- Develop and maintain a close working partnership with parents in all areas of school life

Our driving principles are:
Respect
Empathy
Aspire
Courage
Honesty

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent 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
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

As a community it is essential that we recognise that this policy must apply to the behaviour of all its members, including all adults (staff, governors, parents/ carers and visitors) as well as our pupils. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us. We acknowledge that the policy's success hinges upon the unwavering support of parents/carers. Therefore, we require the signature of all parents/carers on a home/school agreement.

Our code of conduct serves as the foundation for our behaviour expectations and should be referenced in discussions regarding pupil conduct. We foster an environment where all are encouraged to express their behaviour using the framework of 'Zones of Regulation,' which is detailed in the 'inclusion' section.

Code of Conduct for pupils

- We arrive on time to school every day
- We look after our school and wear our uniform with pride
- We treat others how we wish to be treated
- We consistently uphold the value of honesty
- We are polite to our friends, staff and visitors
- We are kind to ourselves and others

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- 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

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes • Poor attitude
- Swinging back on a chair
- Calling out
- Answering back and using inappropriate language
- Being or talking off task
- Ignoring reasonable instructions
- Distracting other people
- Leaving the classroom without permission

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Sexual harassment, meaning unwanted conduct of a sexual nature including comments, taunting or physical behaviour
- Sexual assault
- Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Inappropriate 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)

4. 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: • Racial • Faith-based • Gendered (sexist) • Homophobic • 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
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

What we do to prevent bullying

Everyone involved in the life of Chalkhill Primary School must take responsibility for promoting a common antibullying approach.

We aim to:

a) Be supportive of each other

b) Provide positive role models

c) Convey a clear understanding that we disapprove of unacceptable behaviour

d) Be clear that we all follow the rules and shared values of Chalkhill Primary School

e) Be fully involved in the development of the Anti-Bullying Procedure and support antibullying practice

f) Support each other in the implementation of this procedure

Staff training

At Chalkhill Primary School, we ensure that all staff, including teaching, support (administration, lunchtime, and site support staff), and pastoral staff, are trained to identify all forms of bullying and take appropriate action as per the school's policy and procedures. This includes recording and reporting incidents. We expect all members of the Chalkhill Primary School community to report any instances of bullying.
Each staff member plays a crucial role in behavior management and supporting the well-being of the children. They possess valuable knowledge about the children in their care and should foster relationships built on mutual support, trust, and respect.

All Chalkhill Primary School Staff will:

a) Provide children with a framework of behaviour, including rules which support the whole school.

b) Emphasis and embody a culture of respect and care towards both children and colleagues, as it sets a strong foundation for creating a positive and uplifting atmosphere.

c) Raise awareness of bullying through assemblies, workshops, activities, stories, role-play, discussion, peer support and PSHE lessons.

d) Record any concerns onto CPOMS and report to the safeguarding team

Implementation

Chalkhill Primary School procedures when dealing with incidents:

a) If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

b) If it is likely that bullying may be occurring or has occurred, a clear account of the incident will be recorded on CPOMS as a pastoral issue, discussed with a member of SLT

c) The SLT member will interview all concerned and will record the incident.

d) The class teacher will be kept informed and if it persists, he/she will advise the appropriate staff members.

e) Parents/carers will be kept informed.

f) Sanctions will be used as appropriate and in consultation with all parties concerned.

g) Data protection does not prohibit communication and information sharing, especially where there is a safeguarding concern

Pupils

Who are ‘Bystanders’ and ‘Upstanders’?

Bystanders - someone who witnesses bullying, either in person or online, is a bystander. Friends, pupils, peers, teachers, school staff, parents, coaches, and other youth-serving adults can be bystanders. People who are bullied often feel even more alone because there are witnesses who do nothing. When no one intervenes, the person being targeted may feel that bystanders do not care or they agree with what is happening. There are many reasons why a bystander may not interject, even if they believe that bullying is wrong. They may be afraid of retaliation or of becoming the target of bullying themselves. They might fear that getting involved could have negative social consequences.

Upstanders - An upstander is someone who sees what happens and intervenes, interrupts, or speaks up to stop the bullying. There are many things that bystanders to bullying can do to become upstanders:

- Question the bullying behaviour e.g., changing the subject or questioning the behaviour can shift the focus.
- Inform an adult – teachers, school staff, family members.
- Reach out privately to check in with the person who was bullied to let them know you do not agree with it and that you care. It makes a difference.

Pupils who have been bullied will be supported by staff:

a) Offering an immediate opportunity to discuss the experience with a member of staff of their choice/trusted adult

b) Reassuring the pupil

c) Offering continuous support

d) Restoring self-esteem and confidence.

Pupils who have bullied will be helped by staff: a)

Discussing what happened

b) Discovering why the pupil guilty of bullying became involved

c) Establishing the wrong-doing and need to change, as well as suggesting strategies to assist change

d) Informing parents/carers to help change the attitude of the pupil **The following disciplinary steps can be taken**:

a) Explanation why the inappropriate behaviour is unacceptable

b) Reparation of damaged relationships

c) Time away from an activity

d) Meeting with staff, parent and child

e) Missing another activity

f) Time out from the classroom

g) Pastoral support plan

h) Official warnings to cease offending

i) Detention

j) Exclusion from certain areas of the school premises

k) Minor fixed-term exclusion

l) Major fixed-term exclusion

m) Permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in Personal Development programme (PSHE, assemblies) and subject areas, as appropriate, in an attempt to eradicate such behaviour. Cyber-bullying is also addressed as part of the computing curriculum.

At Chalkhill Primary School, we will continue to support this procedure in the following ways:

a) We continue to address staff training needs, by organising regular training to tackle all forms of bullying, through e-safety/online and behaviour management training, and develop increased awareness on identifying homophobic, and trans-phobic incidents.
b) Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
c) Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
d) Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as through displays, assemblies, peer support, the school/ student council, etc.
e) Pupils made aware of bullying through specific forms of abuse such as radicalistaion, cyberbulying, peer on peer relationship/ abuse, social media, criminal exploitation, county lines, CSE, inappropriate content and use of social media.
f) By including teaching about other forms of discrimination, prejudice and stereotyping in an age-

appropriate way and in accordance with guidance so that pupils understand and appreciate diversity.

Anti-bullying advice to Parents / Carers

A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, WhatsApp, Facebook, and other social media sites. Access to these is out of the school's control when your child is not in school.

- TALK to your child on a regular basis, so any problem is easier to share.
- LISTEN to what they say.
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important.
- If your child is a victim assure them that it is not their fault and that you are going to do something to help.
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them.
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor 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

5.3 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
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

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 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
- Take part in the life of the school and its culture

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

5.5 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-phase arrivals.

6. School behaviour curriculum

Our primary focus is on promoting positive behavior and making sure pupils are aware of and follow the expected behaviors and routines. This creates a safe and secure learning environment for them

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, enable all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

- If pupils bring a mobile phone to school with them then it must be turned off and stored in a designated safe place in the classroom until the end of the day
- If a mobile phone is heard or seen throughout the school day then it will be confiscated and returned to the pupil at the end of the school day

7. Responding to behaviour

7.1 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 behaviour curriculum or their own classroom 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

7.2 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

7.3 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 reinf orce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- House points

House Points

All children and staff, except for SLT members, are allocated a house. Children are encouraged to foster a sense of "healthy competition" for their behaviour, academic and non-academic achievement.

House points are awarded for demonstrating our core values, good behaviour or progress. This is our key reward system. House points are recorded in the form of a class chart displayed in the classroom. These are collated each week and celebrated in Monday's assembly. A week is defined from Monday to Friday, with children starting from 0 house points each Monday. The house points should be tallied and checked by selected Year 6 pupils before taking them to the office, who will collate the winners and record the weekly winner.

Each house has two Year 6 house captains. Year 6 children can apply for the role and are elected by pupils and staff.

During the year, children will take part in house competitions, as detailed below:

- Autumn Term - Poetry Slam
- Spring Term - Spelling Bee
- Summer Term- Sports Day The houses are:

- Aquila
- Lupus
- Delphinus
- Ursa

This system has three levels:

Bronze: The child acquires 50 house points and will receive a certificate and an announcement in the Celebration Assembly. The child will be given a bronze badge.

Silver: The child will acquire another 50 house points (making 100 including bronze) and will receive a certificate and an announcement in the Celebration Assembly. The child will be given a silver badge.

Gold: The child will acquire another 100 house points (making 200 including bronze and silver) and will receive a certificate and an announcement in the Celebration Assembly. The child will be given a gold badge.

7.4 Responding to misbehaviour

When a student's behaviour falls below the expected standard, staff will respond promptly to restore a calm and safe learning environment and prevent further misbehaviour.

To create a predictable environment, staff will consistently challenge any behaviour that doesn't meet the standards and respond in a fair and proportional manner. This ensures that pupils understand that misbehavior will always be addressed.

Every pupil will be treated fairly under this policy, taking into account any factors that contributed to the behavioural incident.

When applying behavior sanctions, staff will also consider providing support to help the student meet behaviour standards in the future.

We believe in managing behavior with the least invasive intervention first as part of fostering a positive

learning climate and will escalate interventions appropriately if necessary.

Non-verbal (NV)

A silent signal to let pupils know they are off task.

• Be seen looking (an exaggerate 'look' towards a pupil)

• Hand gesture (pointing with finger to a pen on the desk)

• Modelling the corrective behaviour (mimicking writing with a pen)

• Tactile gesture (tapping the desk of the student who has not picked up pen)

• Proximity (moving to stand next to a pupil)

Positive Group Correction (PGC)

A quick, positive verbal reminder to a whole group about what the pupils should be doing at that moment. • "Great to see the front of the line walking in silently."

• "Thank you to the pupils who hung their coats up straight away."

• "I am so impressed with how XXXX has all begun their work quickly and quietly."

Anonymous Individual Correction (AIC)

A verbal reminder to the group (but aimed at one off-task pupil) about what the pupil should be doing at that moment. This is similar to a PGC in that you target a whole group to preserve anonymity. Combining this with a non-verbal will be even more effective.

• "I can still hear two people who have forgotten that we move through the school in silence."

• "Just one or two people need to put their coats away."

Private Individual Correction (PIC)

A quick reminder to an individual pupil when all pupils are engaged in a task, so not to draw attention to them. Go down to the pupil's eye level and whisper.

• “I noticed that you weren’t looking at me on the carpet and when I asked you a question, you didn’t have an answer. Now that tells me that you weren’t listening and therefore not learning. Remember, you need to be listening carefully to me on the carpet. Next time I ask a question, I’d love for you to be the one to answer and I’ll be making sure I come to you first.”

Lightening Quick Public Correction (LQPC)

Sometimes, a Private Instruction and Correction (PIC) may not be feasible, and in such cases, it becomes necessary to address the behavior immediately and publicly to stop it from developing further. Before doing this, you should consider the reason behind the behaviour (i.e. more appropriate for deliberate noncompliance/defiance than for a pupil who is unable to follow the instruction due to a misunderstanding).

- “Michael, sit down in your chair please.”

When a student consistently disrupts the learning process or engages in behaviors that negatively impact the well-being and safety of others, a cumulative response will be implemented. Chalkhill Primary School has established an incremental approach to address poor behavior, aiming to discourage its repetition. Concurrently, therapies, interventions, and support will be regularly evaluated and mutually agreed upon by parents and the Inclusion team.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Time out within class, in a partner class or with an SLT member
- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Cumulative response to misbehaviour

Type of Behaviour	Consequence	By whom?

Ready to Learn I am ready to learn. I know what my teacher expects, and I am meeting those expectations. I follow the teachers' instructions and I make sure everyone is able to learn with no disruptions. I complete silent independent practice / paired conversation / group work / class discussion sensibly and with purpose.	Verbal praise and 'Thank you'.	Teacher/Support Staff
Misbehaviour If I am asked more than once to do the same thing after a rule reminder. Some things that could disrupt the learning are: Swinging on chair Calling out Answering back or using inappropriate language Failing to sit still on carpet or chair Being or talking off task Ignoring reasonable instructions Distracting other people Leaving the classroom without permission	Rule reminder Teachers should issue: • Non-Verbal Reminder • Anonymous Individual Reminder, • Positive Group Reminder • Private Individual Reminder	Teacher/Support Staff
Persistent Misbehaviour If I keep doing the same thing after I have been given a rule reminder, or if I choose other disruptive behaviours.	'Time out': 10 minutes 1st time out of the day is completed within my class. 2nd time out of the day is completed in my partner class. 3rd timeout of the day is completed in an SLT member's office. After 3rd timeout there should be a silent reintegration back into class, class teacher to record the incident on CPOMS and inform parent.	Teacher/Support Staff
Serious Misbehaviour **Serious misbehaviour** is defined as: • Repeated breaches of the school rules • Any form of bullying • Vandalism • Theft • Fighting • Racist, sexist, homophobic or discriminatory behaviour	Playtime or Lunchtime detention. Or internal exclusion for part or all of a day followed by a meeting with parents and restorative conversation. Or a fixed term suspension after meeting with parents. All incidents and actions to be recorded on CPOMS by SLT member.	SLT member

• Sexual harassment, meaning unwanted conduct of a sexual nature including comments, taunting or physical behaviour • Sexual assault • Possession of any prohibited items.		

Restorative conversations

A child's behavior is influenced by various complex factors, and it's essential for staff not to take it personally. "Restorative conversations" between the student and the class teacher are key to the child's success. These conversations address both positive actions and poor decisions, shaping the teacher-student relationship with a more significant impact than punishment.

The four key principles are:

- Respect
- Responsibility
- Repair
- Re-integration

After imposing a sanction, it is the staff member's responsibility to have a restorative conversation with the child on the same day. These conversations play a crucial role in ensuring the child's success and should happen regularly, not just in response to a problem. Consider setting aside a few minutes during lunchtime to discuss their positive efforts and when you observed improvements in their behavior.

Continued disruption or persistent poor behaviour – our response.

Children whose behaviour is unsafe or persistently disruptive must have support in place in parallel with escalating sanctions.

These can be chosen from the following, non-exhaustive list:

- Pastoral Support Plan, mentoring support, usually accompanied with targets and a behaviour tracker with associated rewards.
- Following an incident of serious misbehaviour, some form of behaviour monitoring is essential.
- In isolated cases and with consent from the Headteacher and/or Governing Body, reduced hours or off-site education can be negotiated. Children that are progressing through sanctions should also have additional support. This could be in many forms, for example mentoring, therapeutic support, family support or support from Special Educational Needs. In all cases, the SENCO should be informed, the parents fully engaged and support that meets the needs of the child put in place. **7.5 Reasonable force**

(Positive handling)

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 carried out by trained staff members
- 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 on CPOMS and reported to parents
- 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.

7.6 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, designated safeguarding lead (or deputy) or pastoral member of staff 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 can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher 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:

- Trays
- 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.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult). The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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 has misbehaved off -site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions 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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member. Any online behaviour that falls under the safeguarding umbrella (see safeguarding policy), must be reported to the Designated Safeguarding Lead.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

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.

7.10 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.

7.11 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.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break or lunchtime. Children will still be given the opportunity to use the bathroom, eat lunchtime and have a short rest break where they can get some fresh air.

The school will decide whether it is necessary to inform the pupil's parents.

8.2 Internal Exclusion

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 persistent 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 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.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.3 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 the Local Authorities exclusions policy, which we follow, for more information.

All serious sanctions will be recorded on CPOMS by a member of SLT.

9. Responding to misbehaviour from pupils with SEND

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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 misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned such as:

- 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

9.2 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 may be 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.

9.3 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.

9.4 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.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular check ins with the inclusion team
- A pastoral support plan

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 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.

12. Training

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

- The proper use of positive handling
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- Access to the National College

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, including removal from the classroom
- 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, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed twice a year by the inclusion team.

The data will be analysed from a variety of perspectives which could include:

- 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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governor's curriculum committee annually.

14. Links with other policies

This behaviour policy is linked to the following policies Exclusions policy

- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- Every pupil has the right to feel safe, valued, and respected, and to learn without disruption from others.

  All pupils, staff, and visitors are free from any form of discrimination.
  Staff and volunteers consistently set a positive example for pupils.
  Rewards, sanctions, and reasonable force are used consistently by staff, following the behaviour policy.
  The behaviour policy is understood by all stakeholders including pupils, staff , parents and governors.
  The exclusions policy clarifies that exclusions are a last resort and outlines the processes for suspensions and exclusions.
  Pupils are supported in taking responsibility for their actions.
  Families are involved in behaviour incidents to foster strong relationships between the school and pupils' home life.

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 curriculum committee annually.

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