



Fawkham CE Primary School

Policy for Behaviour Management and Discipline

November 2023

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Behaviour Management and Discipline Policy

Church of England Vision for Education:

Deeply Christian, Serving the Common Good.

John Chapter 10 Verse 10 – I came that you may have life; life in all its fullness

Our Fawkham Family helps everyone to:-

- Follow in the footsteps of God, with God’s love, help and guidance,
- Know that we are all special and different and that God has created us in this unique way
- Feel safe, happy and confident in our loving caring Christian family
- Work together through the living out day by day of our Core Christian Values
- Try our best, with the light of Jesus inspiring us to be the best that we can be ensuring that we flourish

DREAM, BELIEVE, ACHIEVE AT FAWKHAM CEP SCHOOL

We value diversity and promote equal opportunities for all

Approved by:	Full Governing Body	Date: 23 rd November 2023
Last reviewed on:	September 2023	
Next review due by:	November 2024	

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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

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](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools
- › [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
- › Non-completion of classwork or homework
- › Poor attitude

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, 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 such as 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
- › Smoking
- › 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
 - E-cigarettes or vapes
 - 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)

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: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

5.1 The governing board

The governing board is 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

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 (appendix 1)
- 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
- 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)

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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- 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, while 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 standards, and the consequences they will face if they don't meet the standards

The pastoral support that is available to them to help them meet the behaviour 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

At the beginning of each academic year class teachers will spend some time working with their class to set five or six class rules. Class rules will be expressed in simple, succinct terms avoiding ambiguities and where possible, stated in a positive manner. For example, instead of "no pinching," "keep your hands to yourself". Rules will be appropriate to the age of the pupils and the activities required of them. Some examples of class rules are:

- ✓ Do as you are told
- ✓ Be kind to others
- ✓ Be in class on time
- ✓ When you wish to speak, raise your hand
- ✓ Stay in your seat
- ✓ Do not disturb or interfere with others
- ✓ Do not use bad language

Outside the Classroom

There is need for uniformity of acceptable standards of behaviour throughout the school.

Good manners will be encouraged by the values we as a staff imply, by the way we address pupils, the way we dress, the language we use and the effort we put into our work.

We expect all children to:

- Use please and thank you where appropriate.
- Knock before entering a room.
- Address each other politely.
- Hold the door open for others to enter first.
- Understand and obey school rules.
- Display good table manners.
- Not to interrupt adults in conversation.

To care at all times for the needs of other by:-

- Showing consideration and helping others.
- Walking quietly about the school.
- Showing respect for school property and our environment.
- Remembering:- Everyone should treat everyone 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

Children's mobile phones are not permitted in school.

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 at the start of the morning/afternoon sessions
- 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
- 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

We expect all our children to give of their best and we expect them to strive to reach their potential. Praise of appropriate behaviour and effort is an essential part of reinforcing such behaviour, self-discipline and self-motivation. The use a wide range of 'motivators' which are the same for all children of all abilities, tangible rewards such as sweets toys etc. will not be given.

Our 'motivators' are:-

Praise –The most common form of reward that we want our children to appreciate is verbal praise. All staff in the school will praise children for their behaviour, effort and work. When children act as good role models they will also receive praise.

House Points – All the children in our school are split into one of four house teams representing birds of prey that may be seen in our woodland; Owls, Hawks, Falcons and Buzzards.

On a day to day basis the children can be awarded house points for any positive activity both within and outside of the class at the discretion of staff. Points are totalled at the end of the week and the winning house is awarded 'golden time' usually attached to the end of a playtime. Golden time is an opportunity to play with their house team and enjoy ten minutes of additional playtime.

At the end of a term period, the house team with the highest cumulative total is allowed a non-uniform day, known as a 'tag day.'

At the end of the academic year the team with the most points are presented with a shield, with the house captains receiving a smaller shield and the team members a small medal.

Assemblies - Good work is celebrated through Class Assemblies. Further positive achievements are celebrated in bi-termly achievement assemblies, where children present certificates and photos of out of school activities achieved such as sporting awards, certificates from Brownies, Rainbows and Beavers. Photos from all such assemblies are displayed in and around the school.

Special stickers - Merit marks, stickers and badges for instant recognition of special work or efforts. Children can also be sent to the Deputy Head Teacher or Head Teacher for 'special' praise.

Effort Cup- Each class has an Effort Cup that is presented to children who have had a special achievement in work or other special effort during the week, this could be for good behaviour too. Such recognition is used carefully so that it remains 'special'. The children also receive a personalized certificate. Photographs of the weekly winners are displayed in the hall.

Headteacher Tea Parties – these take place termly. Three children from each year group are chosen by their class teachers to attend. The Headteacher writes personal invites to the children stating the reasons for their inclusion in the party. Children who have worked hard, tried hard, produced great work and/or behaved really well may be invited. A photograph from the party and a list of the attendees are displayed in the entrance hall, along with children's letters and children's comments about the party.

The Beacon Cup - is awarded 3 times a year to children who have demonstrated outstanding effort, work and behaviour.

Embracing our Christian Vision - is awarded 3 times a year to children who have demonstrated they live their lives through our Christian Vision and Christian Values

The Sparkes Trophies - are awarded annually to the Sportsperson of the Year, one is awarded in Key Stage 1, the other in Key Stage 2.

The Music Cup – is awarded annually to a child who excels in music.

The Fenton Cup – is awarded annually to a child who embodies all the qualities of a model pupil, working hard, trying their best, polite, well behaved, friendly and helpful.

The Creative Cup - is awarded annually to a child who excels in art and/or DT.

The Maths Trophy – is awarded annually to a child who excels in this subject

The Writing Trophy - – is awarded annually to a child who excels in this subject

Year 5 and 6 Responsibilities -Year 5 and 6 children are given special prefect responsibilities to encourage a responsible and caring attitude.

The Year 6 children are given House Captain status and wear a badge to identify them as children who always display excellent behaviour/team spirit. In the case of a deterioration of standards this badge/status can be returned/revoked.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Steps to Modify Behaviour During Lesson Time

We have a hierarchy of sanctions/consequences for inappropriate behaviour when the children choose to not follow the class and/or school rules, all the children are aware of these. For all classes the following consequences will be used:-

Verbal warning

- **Step 1:** Name on board (child does this) This serves as an initial warning

If there is no change, another verbal warning.

- **Step 2:** One tick (child does this) 5 minutes playtime lost

If there is no change, another verbal warning.

- **Step 3:** Two ticks (child does this) 1 complete playtime lost (No longer than 15 minutes)

If there is no change, another verbal warning.

- **Step 4:** Three ticks (child does this). Pupil sent to the Headteacher or Deputy Head Teacher. The class teacher informs the parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. These records will be kept in the Headteachers office.

- **Step 5:** If the children are regularly getting one or two ticks or equivalent the Headteacher or Deputy Headteacher will be informed and the class teacher will speak to the child's parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record

sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. This work will be completed sitting at a desk in either the Headteacher's office or the Deputy Headteacher's classroom. The records will be kept in the Headteachers office.

- **Step 6:** For MAJOR misbehaviour, such as children physically hurting another child, all of the previous steps are ignored and the child is sent straight to the Headteacher or Deputy Headteacher who will speak to child and sanctions and punishments put in place. The Headteacher or Deputy Headteacher will see the child's parents who will be informed of the steps taken at school to modify behaviour. We ask and expect all parents to support the high standards of behaviour at this school. The result could be:-
 - (a) a strategy between home and school set up to modify behaviour
 - (b) enlist help from outside agencies including Early Help, the educational psychologist
 - (c) exclusion - either an internal exclusion (which could result in working in another classroom and/or missing playtimes), or a fixed/permanent exclusion. A fixed or permanent exclusion is a last resort. A pupil may be excluded for a fixed period or permanently from school; however, parents of any such child do have a right of appeal. The guidance on exclusion from the DFE will be followed closely.

Steps to Modify Behaviour During Playtimes and Lunchtimes

- **Step 1:** Verbal warning

If there is no change, another verbal warning.

- **Step 2:** 5 minutes playtime lost

If there is no change, another verbal warning.

- **Step 3:** 1 complete playtime lost (No longer than 15 minutes)

If there is no change, another verbal warning.

- **Step 4:** Pupil sent to the Headteacher or Deputy Head Teacher. The class teacher informs the parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. These records will be kept in the Headteachers office.
- **Step 5:** If the children are regularly missing 5 minutes or 15 minutes playtime the Headteacher or Deputy Headteacher will be informed and the class teacher will speak to the child's parents. The member of the SLT (Senior Leadership Team) will speak to the child about their behaviour, using this as a learning opportunity. The child will miss 15 minutes playtime and will complete a behaviour record sheet which encourages children to identify their wrong choices and asks them to consider what they will do to modify their behaviour. This work will be completed sitting at a desk in either the Headteacher's office or the Deputy Headteacher's classroom. The records will be kept in the Headteachers office.
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or permanently from school; however, parents of any such child do have a
right of appeal. The guidance on exclusion from the DfE will be followed closely.

Teachers, TAs and Mid-Day Meal Supervisors will be expected to complete a Behaviour Record Form to reflect mis-behaviour and any sanctions put into place during playtimes – this file is kept in the Staff Room.

The child must be made aware of their misdemeanours and the reasons why such behaviours are not acceptable at each stage, relating this back to the class and school rules at all times.

Any 5 minutes or whole playtimes loses will take place with the child standing by the fence on the plateau or by the gates at the middle of the field, facing the play area, where the child will be expected to stand in silence and consider their wrong choices of behaviour and what they are going to do to modify their behaviour.

This discipline plan operates on a daily basis and pupils begin the next school day with a “clean sheet”. Parents are requested not to punish their children at home for misbehaviour at school.

A very few children may have their behaviour influenced by medical factors and or their SEN therefore some allowance or modification will be made.

Whenever the Headteacher and/or Deputy Headteacher are involved in dealing with incidents of misbehaviour a record will be kept in the Behaviour File – kept in the Headteacher’s office.

Class teachers will also keep records in their classrooms each day of names and ticks. These records may be used to identify any patterns of behaviour.

7.5 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/carers (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.

7.6 Confiscation, screening and searching

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/carers, 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 make sure 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 to 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 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, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)

Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

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

Desks

Lockers

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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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, entitlements 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.

7.7 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.

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 Statement of Procedures for Dealing with Allegations of Abuse Against Staff Policy, for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 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 which 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 are supervised by the Headteacher or Office Manager and will be removed for a maximum of a whole school 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/carers 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, such as:-

Meetings with learning coaches

Use of teaching assistants

Short-term behaviour report cards

Long-term behaviour plans

Pupil support units

Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusion

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.

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 any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan 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.

Our approach to anticipating and removing triggers of misbehaviour are outlined below.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long – we call these 'Brain Breaks' for children who need them they have these twice a day
- 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
- Use of Sensory Circuits which is run twice a day for those children that need it

9.2 Adapting sanctions for pupils with SEND

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

Was the pupil unable to understand the rule or instruction?

Was the pupil unable to act differently at the time as a result of their SEND?

Is the pupil 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/carers 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 matter. 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 the pupil to understand how to improve their behaviour and meet the expectations of the school.

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 relating 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 restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by class teachers and headteacher. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and FGB at least annually, or more frequently, if needed, 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 reviewed and approved by the FGB annually.

14. Links with other policies

This behaviour policy is linked to the following policies:-

- Exclusions policy
- Anti-Bullying policy
- Child protection and safeguarding 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
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good 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 FGB annually.

Appendix B

Behaviour Record Form

Name of child/ren _____

Date _____

NATURE OF MIS-BEHAVIOUR - PLEASE CIRCLE:-

Arguments between children

Not sharing

poor attitude

rudeness

being excluded by others

loitering in the classroom/cloakroom/toilets

Non-compliance – ignoring instructions/rules

physically hurting another child

SANCTIONS – PLEASE CIRCLE ALL THAT ARE RELEVANT:

Child/ren spoken to

warning given

5 minutes playtime missed

15 minute playtime missed

sent to Headteacher/Deputy Headteacher