



Pound Hill Junior School

Behaviour policy and statement of behaviour principles

This policy was adopted on: September 2023

The policy will next be reviewed in: September 2024

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1. Aims

This policy aims to:

- ✓ Create a positive culture that promotes excellent behaviour, ensuring that all pupils have opportunities to learn in a calm, positive, safe and supportive learning environment
- ✓ Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school and is applied to all pupils
- ✓ Outline the expectations, processes, rules, consequences and rewards used in the management of the pupils' behaviour
- ✓ Define what we consider to be unacceptable behaviour, including bullying and discrimination
- ✓ Clarify the school's expectations in relation to behaviour, so that they are understood by staff, pupils, parents and governors.
- ✓ Treat everyone fairly and with equality.
- ✓ Take into account children with additional needs.
- ✓ Demonstrate that discipline and behaviour management in schools must respect children's human dignity (Article 28).

2. Legislation, statutory requirements and statutory guidance

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

- ✓ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- ✓ [Behaviour in schools: advice for headteachers and school staff 2022](#)
- ✓ [Searching, screening and confiscation at school 2018](#)
- ✓ [Searching, screening and confiscation: advice for schools 2022](#)
- ✓ [The Equality Act 2010](#)
- ✓ [Keeping Children Safe in Education](#)
- ✓ [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- ✓ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- ✓ [Use of reasonable force in schools](#)
- ✓ [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- ✓ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- ✓ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- ✓ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- * Disruption or defiance in lessons, in corridors between lessons, and at break and lunchtimes
- * Non-completion of classwork or homework
- * Poor attitude
- * Incorrect uniform or hairstyle
- * Violence, fighting or physical aggression
- * Verbal insults or aggression
- * Antisocial behaviour outside of school

Serious misbehaviour is defined as:

- * Repeated breaches of the school rules
 - * Any form of bullying
 - * Violence, fighting or physical aggression that is planned
 - * 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 like interfering with clothes or hair
 - 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
 - * Smoking or vaping
 - * Racist, sexist, homophobic or discriminatory behaviour
 - * Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Smoking or vaping items
 - 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 one 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 or gaming sites

Anti Bullying Strategy

Pound Hill Junior School aims to prevent bullying through setting a culture where bullying is not tolerated. The school's positive and supportive culture is strengthened through developing understanding of bullying and expected behaviours during PSHE lessons, assemblies and during discussions with victims and bullying.

Pound Hill Junior School expects all pupils, staff and parents to report perceived bullying incidents. Staff will seek to support all parties to understand each incident and whether it meets the definition of bullying. Staff will be supportive of victims of bullying and support them to explain the impact of the actions of the bully. Pupils, staff and parents will know that bullies will receive consequences for their actions and support to change their behaviours.



Pound Hill Junior School

Being Safe and Feeling Safe at School

If someone does something to you or says something to you that you don't like then you need to

1. Tell them that you don't like it

If they do it again then they have made a choice to do something unpleasant to you. Then you must



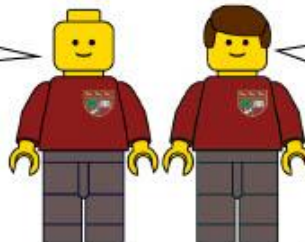
2. Tell an adult

If you are really worried about anything you can tell **any** adult in the school and they will listen. The adult might have to talk to



Mr White – Headteacher
Miss Hatton – Deputy Headteacher

You can always talk to them too!



Remember your online safety

Pupils are expected to follow the school's Anti-bullying Statement. Parents can report possible bullying incidents via:

- ✓ their child's Homework Diary
- ✓ a telephone call or email to the class teacher via the School Office
- ✓ face to face conversation initially with the class teacher

It is always most effective to discuss any concerns with the class teacher but all members of staff are available to discuss these incidents and they will take action.

When a possible incident of bullying is reported, the school will:

1. listen to all parties involved and strive to gain a full understanding of
 - a. the context around the incident,
 - b. the incident itself
 - c. the impact of the actions.
2. When the member of staff believes they are in possession of a full understanding of the incident, they will decide if it meets the definition of bullying.
3. Ask the victim how they wish to tell the bully about the incident and the impact. This may be:
 - a. victim talks to the bully
 - b. adult acts as the voice for the victim
 - c. written statement
4. Discuss with the victim what consequence they feel is appropriate to the incident(s)
5. Support the victim to meet with the bully and talk to them about the incident(s)
6. Agree a consequence for the bully
7. Support the victim and ensure that they are content with the process and outcome
8. Support the bully to reintegrate and change their behaviour.

Pound Hill Junior School will support parents to prevent and understand impact of online bullying. Where serious online bullying takes place, Pound Hill Junior School will support parents to take actions such as contacting the police or companies such as Instagram or WhatsApp. Pound Hill Junior School will act if bullying impacts on behaviours in schools.

Pound Hill Junior School record all instances of bullying on CPOMS. Monitoring and analysis of bullying incidents will be shared with Governors when there have been enough incidents to make analysis relevant.

Consequences for bullying will be inline with the school's Hierarchy of Consistent Approach which is part of the School's Behaviour Policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body of Pound Hill Junior School 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 Body
- ✓ Giving due consideration to the school's statement of behaviour principles (appendix 1)
- ✓ Approving this policy
- ✓ Ensuring that the school environment encourages positive behaviour
- ✓ Ensuring that staff deal effectively 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 consequences 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, positive 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 (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, 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
- ✓ How to care for themselves and each other.
- ✓ How to initially state if they do not like any behaviour and then tell an adult if this behaviour happens again.
- ✓ 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 supportive opportunities whenever 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

Pupils are expected to:

- ✓ Understand what good behaviour means
- ✓ Keep the school Code of Conduct and Classroom Charter.
- ✓ Behave in an orderly and self-controlled way
- ✓ Show respect to members of staff and each other
- ✓ In class, make it possible for all pupils to learn
- ✓ Behave sensibly around the school
- ✓ Treat the school buildings and school property with respect
- ✓ Always wear the correct uniform
- ✓ Accept consequences 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

Pupils are not allowed to use mobile phones on the school site.

Mobile phones must be:

- ✓ turned off as pupils enter the school site
- ✓ handed in to be stored in the school office during the school day (pupils must not have phones in their possession during the school day)
- ✓ collected from the classroom or office at the end of the day
- ✓ turned on after they have left the school site

Using a mobile phone on the school site will result in the phone being confiscated until a parent meets with a member of SLT to discuss safe and correct use of mobile phones.

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:

- ✓ Be “bothered” and consistent
- ✓ Create and maintain a calm, positive environment that encourages pupils to be engaged
- ✓ Display the agreed Classroom Charter
- ✓ Empower children to make correct decisions
- ✓ Develop children's pride in themselves and their school
- ✓ Develop a positive relationship with pupils, which may include:
 - ✓ Greeting pupils in the morning/at the start of lessons
 - ✓ Deliberately noticing and praising positive behaviours
 - ✓ Establishing clear routines
 - ✓ Communicating expectations of behaviour in ways other than verbally
 - ✓ Highlighting and promoting good behaviour
 - ✓ Concluding the day or session 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 Safeguarding and Child Protection 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 reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ✓ Non-verbal or verbal acknowledgement and/or praise
- ✓ Staff individual system of rewards e.g. stickers, work displayed etc
- ✓ Positive comments in Homework diary
- ✓ House Points - awarded for:
 1. Achievement
 2. Creativity
 3. Fairness
 4. Independence
 5. Resilience
- ✓ House Points and other achievement certificates to be awarded publicly
- ✓ Class/table Points
- ✓ Green Card visits to another teacher
- ✓ Green Card visits to the Assistant Headteacher, Deputy Headteacher or Headteacher
- ✓ Children whose behaviour has been exemplary throughout the term will be rewarded by their class teacher as they see fit.

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.

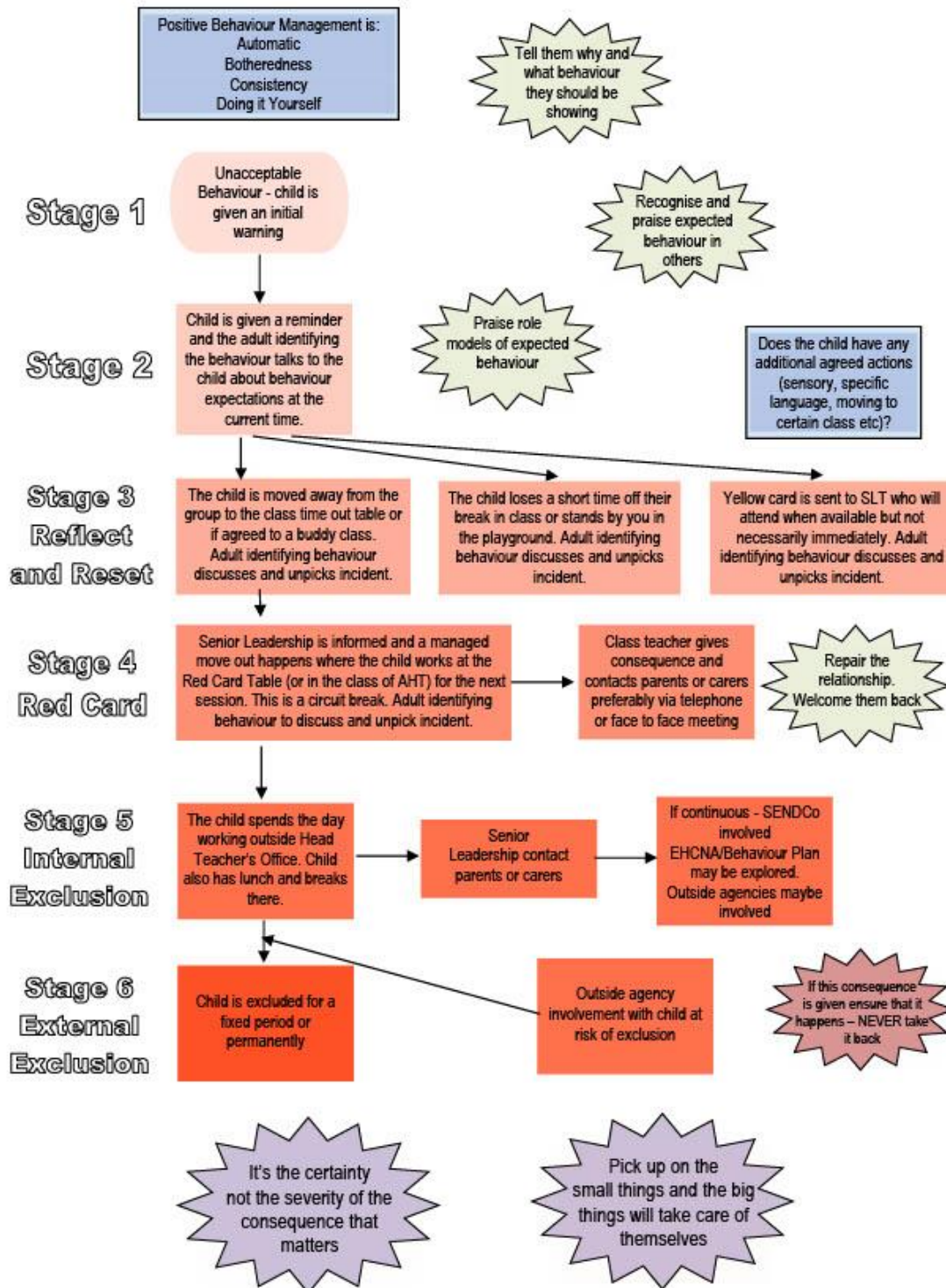
De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

Hierarchy of Consistent Approach

When a child behaves in an inappropriate way, we follow a set of procedures set out below. Depending on the severity of the behaviour, the child may have a consequence from any part of the hierarchy of consequences. It is your responsibility to manage behaviour. SLT will support and if necessary remove a child until you have time to talk to them, unpick and incident and if necessary, issue a consequence. A fresh start happens after breaks and lunchtime.



The school may use one or more of the following consequences in response to unacceptable behaviour:

- × A verbal or non-verbal reprimand and reminder of the expectations of behaviour
- × Setting of written tasks such as an account of their 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
- × Referring the pupil to a senior member of staff
- × Letter, email or phone call home to parents
- × Agreeing a behaviour contract
- × Removal of the pupil from the classroom to another room or desk monitored by SLT
- × Loss of additional activity – for instance school day trip, residential, or sporting event
- × Suspension
- × Permanent exclusions, in the most serious of circumstances

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

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

Any use of force will be recorded and reported to parents (see appendix 3 for a behaviour log)

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

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 either through observation or 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.

Any mobile phone found to be in the possession of a pupil during the day, not turned off when entering the site or turned on before leaving the site will be confiscated and only returned to the parent after a meeting arranged by a senior leader. The pupil may be banned from bringing a mobile phone to school.

Searching a pupil

Searches of pupils, lockers or bags 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 consequence.

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

- Drawers
- 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 or SLT member of DSL Team if they are not available 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 consequences 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.

7.7 Off-site misbehaviour

Consequences 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

Consequences 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

Consequences 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 consequences to pupils for online misbehaviour when:

- ✗ It poses a threat or causes harm to another pupil
- ✗ It could have repercussions for the orderly running of the school
- ✗ It adversely affects the reputation of the school
- ✗ The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful 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 member of SLT 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 consequences, 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
- ✓ Consult with Early Help
- ✓ Refer to children's social care
- ✓ Report to the police

Please refer to our Safeguarding and Child Protection 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 Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Detention

All staff can “take time” from a pupil’s break or lunch break time. SLT can issue a consequence following a Red Card. Only the Headteacher and Deputy Headteacher can issue after school detention or internal exclusion.

Pupils can be issued with detentions after school.

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

When imposing a detention, the school will consider whether doing so would:

Compromise the pupil’s safety

Conflict with a medical appointment

Prevent the pupil from getting home safely

Interrupt the pupil’s caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy and in line with the Hierarchy of Consistent Approach, the school may remove the pupil from the classroom for a limited time. If a child has received a Red Card, they will be removed from the classroom for the remainder of the current session and the next session – inclusive of breaks. Pupils will eat lunch in the hall. Pupils in receipt of an Internal Exclusion will remain out of the classroom for the whole day(s) and will eat lunch away from the hall.

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 consequence and will only be used in response to serious or repeated 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 a member of SLT and will be removed for a maximum of 1 session for a red card.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher or deputy 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, such as:

- ✓ Meetings with Family Liaison Assistant or SENDCo
- ✓ Use of teaching assistants
- ✓ Short term behaviour plans
- ✓ Long term behaviour plans
- ✓ Early Help
- ✓ 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.

8.3 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 consequences and interventions.

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

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 plan (EHCP), 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.

In conjunction with the SENDCo, teachers may use such strategies 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
- ✓ 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 consequences 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 plan (EHCP)

The provisions set out in the EHCP 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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

10. Supporting pupils following a consequence

Following a consequence, 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:

- ✓ Regular communication with parents
- ✓ Reintegration meetings
- ✓ Daily contact with a member of SLT or the Family Liaison Assistant
- ✓ A personalised behaviour 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 use of force
- ✓ The needs of the pupils at the school
- ✓ How SEND and mental health needs impact behaviour
- ✓ Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

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 APC, off-site directions and managed moves
- ✓ Incidents of searching, screening and confiscation
- ✓ Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the 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 it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and The Safeguarding and Disadvantaged Committee 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 Safeguarding and Disadvantaged Committee.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Safeguarding and Disadvantaged Committee annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- ✓ Safeguarding and Child Protection Policy
- ✓ Mobile phone policy

Appendix 1: written statement of behaviour principles

Staff will actively:

- ✓ Promote good behaviour in class, assembly and around the school.
- ✓ Interact with children in a caring and sensitive way.
- ✓ Focus on the needs of the individual.
- ✓ Take personal responsibility for the behaviour in their classroom, at play times and around the school
- ✓ Work in partnership with parents, colleagues and governors.
- ✓ Give children choices and explain consequences.

Children will:

- ✓ Understand what good behaviour means.
- ✓ Contribute to, understand and be expected to keep the school Code of Conduct and Classroom Charter.
- ✓ Learn to care for themselves and each other.
- ✓ Develop the concepts of being a good citizen and learn the value of friendship.
- ✓ Initially tell peers if they do not like any behaviour and then tell an adult if this behaviour happens again.

Parents will:

- ✓ Be confident that their child will receive consistent support in a safe, caring environment.
- ✓ Feel confident that our school environment encourages learning.
- ✓ Know that the school will further their child's social skills.
- ✓ Feel informed and welcome in school to discuss any issue of concern relating to behaviour.
- ✓ Understand and support the school's behaviour policy.

Governors will:

- ✓ Support the Headteacher and staff in the application of the behaviour policy.
- ✓ Carry out their statutory responsibilities with regard to behavioural issues.

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 Safeguarding and Disadvantaged Committee annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY CONSEQUENCES?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 4: letters to parents about pupil behaviour - templates

First behaviour letter

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

[Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief

[description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that [insert pupil's name] has been given a detention on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____