

# Behaviour policy and statement of behaviour principles



**Approved by:**

**Date:**

**Last reviewed on:**

July 2026

**Next review due by:**

July 2027

## 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 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](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
  - Bullying
  - Abuse in intimate personal relationships between children

- Physical abuse
- 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, physical behaviour, and online sexual harassment
- Causing someone to engage in sexual activity without consent
- Up skirting
- Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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)
  - Mobile smart phones and smart watches and similar devices

#### 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"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul> | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)                                                                                                                                                                                                                                |
| Sexual                                                                                                                                                                                                                                   | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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)                                                                                                                                        |

**The school will:**

- Have clear rules about behaviour, which children are involved in making
- Treat all pupils and other adults with respect.
- Provide positive role models by being polite, respectful, encouraging and supportive of one another.
- Have appropriately high expectations of behaviour and clear sanctions that are applied by **all** adults in the school community.
- Deal with unacceptable behaviour in a calm and controlled way.
- Reject all bullying, harassment and undesirable behaviour, both within and outside the classroom.
- Develop positive home/school links and work with parents to improve a pupil's behaviour when persistent problems occur
- Provide training for all staff

**The school expects that pupils will:**

- Know and follow class and playground rules
- All pupils to read and sign the Home-School Agreement.

- Accept responsibility for their behaviour.
- Accept the authority of all adults within the school community including CASPERS and lunchtime staff- responding to them appropriately.
- Follow instructions given by adults, without challenge, either verbal or through gesture.
- Speak politely, respectfully and kindly to and about others, both in school and in their wider community.
- Support and help others wherever possible.
- Refrain from using any language or behaviour that may cause hurt or upset of any kind to another.
- Include any child who wishes to take part in play activities if possible
- Report incidents of unacceptable behaviour to their teacher or to the nearest available adult on duty.
- Give accurate and honest information when asked.
- Continue to follow the school rules when on trips, visits and events offsite

**The school expects that parents/carers will:**

- Demonstrate their support of the school's behaviour expectations by reading the school's Behaviour Policy, signing the Home-School Agreement annually and sharing it with their children.
- Work positively with the school if their child is demonstrating persistent negative behaviour.
- Seek support and advice where necessary from the school if they are experiencing negative behaviour from their children at home.
- Take responsibility for the behaviour of their child/ren whilst on the school premises before and at the end of the school day.
- Raise any issues about the school's management of behaviour in a calm and reasonable way.
- Alert the school immediately if there is any change in their child's behaviour at home.

## **5. Roles and responsibilities**

### **5.1 The Governing Body**

The Governing Body is responsible for:

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

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils



- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- 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 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
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, 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

Pupils are expected to:

- 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
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

### Golden rules

**We will follow the following six golden rules in classrooms, which are displayed consistently in each classroom and around the school:**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

**We will follow the following six golden rules in our playgrounds, which are displayed in each of our playgrounds:**

- We are gentle when we play

- We are kind and helpful towards others
- We respect everyone's games
- We look after the playground
- We listen to and keep the playground safety rules
- We are honest with everyone

**We will follow the following six golden rules in the dining hall, which are clearly displayed in the dining hall and in classrooms where packed lunches are eaten:**

- We line up calmly
- We walk carefully through the hall
- We speak quietly to those around us
- We keep our tables clean
- We are polite to everyone
- We use good table manners

### **Reward systems**

- Pupils will be given regular praise for positive behaviour and for staying on green.
- The school's Dojo point system – celebrated at individual, class and house levels. The children will receive Dojo points for demonstrating our school values and for following the Golden Rules. They will be presented with half termly bronze, silver or gold Dojo Awards depending on their points total. Classes will have extra playtimes or other activities as a reward for their Dojo totals. Each week during our Celebration Assembly, the house totals of Dojo points are shared and celebrated.
- Weekly challenge certificates for children demonstrating the half termly school value, which are presented in our weekly celebration assembly.
- Weekly Super Star of the Week certificates, presented in our weekly celebration assembly, with a reason supplied by the class teacher
- Sharing good examples of work with others

### **Sanctions within the classroom**

Use of *Good to be Green* traffic light system in the classroom. This involves having a green, yellow, orange and red system.

#### **GREEN**

- The children begin each day on green.

#### **STOP'N'THINK**

- To be used as a gentle reminder of the school's expectations for behaviour

#### **WARNING CARD**

- If the Stop 'N' Think card does not have an effect on behaviour a warning card will be displayed next to the pupil's name on the *Good to be Green* chart.

- On some occasions a warning card will be issued straight away, dependent on the behaviour displayed **CONSEQUENCE CARD**

- If the behaviour still persists following the issue of a warning card, a consequence card will be displayed next to the pupil's name on the *Good to be Green* chart.

- Some behaviours are serious enough to move the child straight to red
- Parents to be informed when a consequence card is issued.

#### **Possible Sanctions for unacceptable behaviour:**

- Internal exclusion
- Send to another classroom with reflection sheet to complete
- Missed break times with reflection sheet to complete
- Phone call or written correspondence home
- Individual Behaviour Plan
- Suspension

#### **Records of Behaviour**

CPOMS will be used to record:

- Any behaviour which results in the issue of a yellow or red consequence card, clearly defined
- Any contact with parents / carers regarding behaviour both in school and at home
- Any serious incident of behaviour leading to an internal exclusion or external suspension

#### **Serious or ongoing unacceptable behaviour**

##### **Serious Incidents of Behaviour**

In some rare cases, there may incidents of a serious nature which result in immediate parent contact and internal or external suspensions. Decisions will be rational, reasonable, fair and proportionate and using Head Teacher's discretion.

**Physical/ verbal aggression which endangers the wellbeing of staff and pupils will result in a fixed term suspension, and if persistent could result in a permanent exclusion.**

##### **Ongoing Unacceptable Behaviour**

Instances of this kind of behaviour should be extremely rare. In cases where a child has been issued a red consequence card regularly (for example five times in one short half term), then parents will be called in to meet with a member of SLT and an internal exclusion will be enforced. During this time, the child will work in isolation from the rest of their class for a set period of time, which will be decided according to Head Teacher's discretion. Following the internal exclusion and initial meeting with parents, the pupils will have the opportunity to remain on green. If the red consequence card has to be issued then the parents will be called in again and an individual behaviour plan will be implemented

Two members of staff are trained to use physical intervention to prevent pupils from hurting themselves or others, from damaging property or from causing disorder

In the case of any negative incident deemed to be racially motivated, the Headteacher **will** seek advice from KCC regarding whether the incident should be formally reported through the KCC racial incident monitoring system. The Headteacher will also seek advice regarding appropriate sanctions.

On transfer to another school, the Headteacher will review any behaviour letters/reports that have been kept on file. If they do not reflect the pupil's current behaviour, they may be removed from the file and disposed of appropriately. If they do reflect the pupil's current behaviour they will be forwarded to the receiving school.

Formal documents that refer to instances that have been dealt with by KCC and reports and letters that refer to temporary or permanent exclusions will be forwarded to the receiving school.

## **SEND**

We recognise that some children will have specific needs and will need extra support to help them to follow the school's rules and policy. The school will tailor the support it provides to the individual child. School actions might include:

- Observations to identify patterns of behaviour
- Calming and de-escalation techniques (Some staff are Team Teach/ Positive Handling trained)
- Structured support during playtimes/ lunchtimes
- Pastoral clubs
- Use of 5-point scale for social and emotional support
- Movement or rest breaks
- Physical intervention may sometimes be required if the child or others are at risk of harm. Records will be kept of any physical intervention used.
- Seeking external advice (Educational Psychologist, Specialist Teaching & Learning service, Children's Specialist Services, Health Service, SEN team)

## **Exclusions**

The school reserves the right to protect members of the school community from unacceptable behaviour and at times might deem it appropriate to give a fixed term exclusion. In the event of this decision, parents will be kept fully informed at every stage of the procedure.

- Pupils will be immediately suspended for a fixed-term period (or permanent if necessary) if they use any form of physical aggression towards other pupils or staff. This may be an internal exclusion or external suspension depending on the nature of the incident.
- Pupils will also be suspended for other serious offences, including persistent disruption of the learning of others where other sanctions stated in this policy have failed to modify the pupil's behaviour.
- The final decision for excluding pupils will be made only by the Headteacher after reviewing the evidence. Class teachers are required to build up a profile of unacceptable behaviours using behaviour logs on CPOMS.
- All exclusions must be logged and exclusion letters will be included in a pupil's file.
- Where appropriate, behaviour records on CPOMS should be used to document information and to allow pupils to have their say.
- The Headteacher will write the formal letter of suspension to parents and the school must contact the parents by telephone to explain the reason for the suspension
- The Headteacher must ensure that any incident leading to exclusion is fully documented on an incident form.
- The Class teacher will ensure that work is sent home during the period of suspension. It is a legal duty that we do this.
- Pupils must attend a re-integration meeting with a member of SLT after a suspension. A pupil cannot be allowed back into school until this has happened.

- Where a number of separate fixed term suspension have been made a disciplinary meeting with governors will be called

### **Home-School Agreement**

At the beginning of every academic year, an electronic copy of the Home / School agreement will be shared with Parents and Carers with the expectation that it is digitally signed by both the parents and pupils.

### **Bullying**

To find out about the way the school deal with all forms of bullying, please refer to the school's Anti-Bullying Policy.

### **Items Banned in School**

This is a list of items which are banned by the school and for which a search can be made and items confiscated:

#### **Consequence**

Chewing Gum  
Fizzy Drinks inc Energy Drinks  
Glass bottles  
Aerosol cans  
Large amounts of money  
Expensive items

#### **Serious**

Cigarettes, matches, lighters  
Fireworks, snaps, gunpowder  
E cigarettes / Vaping products  
Items which are illegal to possess or carry  
Inappropriate items for the age of the child or school environment

### **Equal Opportunities**

As with all other policies, we will apply the school's Behaviour and Physical Intervention Policy fairly and equitably to all pupils. We recognise that children's personal experiences outside school will have a significant effect on how children behave. We will always give due consideration to any pupil's background and experiences whilst not compromising the school's expectations and standards of behaviour.

#### **6.1 Mobile phones**

We are a smart phone mobile free school – please refer to our Smart Phone Policy.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## **7.2 Safeguarding**

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

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

## **7.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

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

## **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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) 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.

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class
- 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, or after school
- 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 or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCo to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## **7.5 Restrictive interventions, including use of reasonable force**

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### **7.5.1 Reasonable force**

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy.

### 7.5.2 Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

### 7.5.3. Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information.

## 7.6 Searching, screening and confiscation

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**

At Crockenhill Primary School staff will not search a pupil but will request parents to attend the school to search on our premises on the school's behalf.

## **Searching pupils' possessions**

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

- Desks
- Cloakroom
- 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

## **7.7 Child-on-child abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

## **7.8 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).

## **7.9 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.

## **7.10 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, a member of the Senior Leadership Team 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.

## **7.11 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.

### **7.12 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary (see section 7.5 above for more detail on seclusion and its use).

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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 a member of staff

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 it is 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

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

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

## **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.

## **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). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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.

- Reintegration meetings
- A report card with personalised behaviour goals

### **11. Training**

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

### **12. Monitoring arrangements**

#### **12.1 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 involving restrictive intervention, including the use of reasonable force
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, Governors.
- 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.

### **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and the Governing Body 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 Chair of Governors.

The written statement of behaviour principles will be reviewed and approved by the Governing Body annually.

## **13. Links with other policies**

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive interventions policy
- Mobile phone policy