

# Christ Church CoE Primary School

## School Policy Document



### BEHAVIOUR POLICY

<b>Date Written by HT</b>	August 2023
Date Approved by Full Governing Body	Autumn 2023
<b>Date of Next Review</b>	Summer 2024

# Christ Church CoE Primary School



## Behaviour Policy

***This policy was formulated to meet the requirements of the Equality Act 2010.***

The Governing Body recognises its legal responsibilities under the Equality Act 2010. This policy will ensure equality and fairness regardless of race, sex (gender), sexual orientation, religion or belief, gender re-assignment, pregnancy and maternity, marriage and civil partnership, disability or age.

*Learning & Growing Together in FAITH, HOPE & LOVE.*

## Aims

This policy aims to:

- ✓ Support the school community 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

## School Ethos

- We are a caring Christian community; our school ethos is built on MUTUAL TRUST and RESPECT for all.
- It is a principal aim of our school is that every member of our school community feels valued and respected, and that each person is treated fairly.
- Our Behaviour Policy is written to ensure that all members of the school can work together in a supportive way; it aims to promote an environment in which everyone feels happy, safe and secure.
- The school has core rules to help our pupils keep safe and happy; but our Behaviour Policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that everyone can work together with the common purpose of helping each other learn.
- Our Behaviour Policy encourages everyone to work together effectively. We expect all members of the school community to behave in a considerate way towards others.
- We endeavour to ensure that our pupils can flourish in a safe and secure environment; and support them to become positive, self-disciplined, responsible and increasingly independent members of the school and wider community.
- At Christ Church we treat all children fairly but also recognise that children are individuals and need to be treated as such.

We have identified five aspects which form the foundations of our Behaviour Policy:

## **RELATIONSHIPS**

mutual respect; trust; tolerance; empathy; nurturing; whole-school ethos; home-school partnership; meaningful relationships; seeing the whole-child

## **INDIVIDUALITY**

personalised provision; whole-picture; recognition of individual needs; individual reward systems; adaptations to meet needs; age/stage appropriate approaches

## **INCLUSIVITY**

recognition of individual needs; establishing a sense of belonging; whole-school ethos; commitment from staff; flexibility; mutual respect; legal responsibility; stakeholder involvement; training

## **PRAISE**

recognising the positive; rewards and celebrations; understanding; modelling; individual needs; parent awareness; sincerity; appropriateness

## **COMMUNICATION**

involvement of pupils; clarity of rules and procedures; transparency; multi-agency/partners; consistent terminology; staff involvement and consistency; information sharing; record keeping

### **Behaviour Principles**

- Our Behaviour Policy is based on **clarity** and **consistency**. Our expectations, rewards and consequences are set out clearly for staff, pupils and parents to understand.
- Reward and sanctions are two methods which can modify children's behaviour. However, these two elements must be treated separately. For example, a child who has broken a school rule might also be included in a whole class reward because the incident has been dealt with using an appropriate sanction.
- We believe that all children should be praised for something every day and have a '*new day, new start*' approach when children make the wrong behaviour choice.
- The language we choose to use is important. We refer to children making good or better **choices** about their behaviour; we discuss the **consequences** of their behaviour, not the punishment they will receive. We never describe a child as being '*naughty*'.

At all times, we promote the development of:

*positive self-image*  
*moral & social awareness*  
*self-discipline*  
*parental support*  
*understanding and tolerance*

## **Roles & Responsibilities**

### **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 effectiveness of the policy
- Holding the headteacher to account for its implementation

### **The headteacher: MRS ALISON RICHARDSON**

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
- 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 school behaviour records are regularly reviewed to make sure that no groups of pupils are being disproportionately impacted by this policy.

The headteacher works closely with the Pastoral Lead (MRS HARRIET JACKSON) to fulfil these responsibilities.

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

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

### **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
- 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 policy, and working in collaboration with them to tackle behavioural issues.

Parental involvement is crucial to reinforce behaviour in positive ways; we expect parents/carers to support our school rules and Behaviour Policy.

The school collaborates actively with parents / carers so that children receive consistent messages about how to behave at home and at school.

We expect parents / carers to support their child's learning and to cooperate with the school, as set out in our Home-School Agreement.

We try to build a supportive dialogue between the home and the school, and we will inform parents / carers if we have concerns about their child's welfare or behaviour.

If parents / carers have any concerns about an incident at school or the way that their child has been treated, they should initially contact the class teacher. If their concerns remain they should contact the Headteacher.

We expect parents / carers to model acceptable behaviour to their children. Christ Church staff will not tolerate verbal abuse, threats of violence or actual violence towards staff from parents or carers.

***Please see our Parent Code of Conduct for further information.***

### **Pupils**

Pupils will be made aware of:

- The expected standard of behaviour expected in our school
- Their duty to follow the behaviour policy
- The key school rules and routines
- The rewards they can earn for meeting the behaviour standard
- 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 wider school culture.

### **School Expectations**

We have high expectations for behaviour and discipline at school, based on **respecting** the rights of all members of our school community and having a **responsibility** to care for each other and the environment.

We are a '**Take Care School**', and encourage our children to take care of:

**THEMSELVES  
THEIR WORK  
EACH OTHER  
THE WORLD**

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- Allow all pupils to learn during lessons
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Follow our school rules and values when outside school or online

These core principles are incorporated in to our '**RAINBOW RULES**' which are used across the school:

**FOLLOW INSTRUCTIONS**

**SHOW RESPECT**

**BE KIND**

**TRY HARD**

**STAY SAFE**

These rules cover every time of the school day and every area in the school, including visits off-site. The class teacher discusses and reinforces the school rules with each class to ensure that they understand how these links to their behaviour.

We expect our pupils to respond "*First time; every time*" and will help our children understand what behaviour they must STOP and what behaviour they must START.

In addition to our whole-school rules, a teacher might find it necessary to have a specific class target or rule linked if there is a particular behaviour aspect that the class finds difficult. This will always be linked to the Rainbow Rules so that the children can understand how it fits into the wider school ethos.

We teach our children that these rules and behaviour guidelines should be followed both in school and out of school, and reinforce them when we are off-site on school trips or when attending sporting events.

Where appropriate and reasonable, adjustments may be made to school / class routines to ensure all pupils can meet our behaviour expectations.

## **Responding to Behaviour: Rewards & Sanctions**

### **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 school rules and behaviour prompts
- Develop a positive relationship with pupils

*e.g. greeting pupils in the morning, establishing clear routines, communicating expectations of behaviour, highlighting and promoting good behaviour, concluding the day positively and starting the next day afresh, having strategies for dealing with low-level disruption, using positive reinforcement*

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will always 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 policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Responding to good behaviour: Praise & Rewards**

We encourage positive behaviour through the ethos of the school; we teach all children to value themselves and each other, and to recognise that they each have an important part to play in the school and wider community. We believe that all individuals need to have their good behaviour and effort recognised.

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 may be rewarded with:

- ✓ Verbal praise
- ✓ Dojo awards
- ✓ Communicating praise to parents at the end of the day
- ✓ Certificates / stickers
- ✓ Positions of responsibility, such as becoming a classroom helper
- ✓ Whole-class rewards

Class teachers might also develop additional reward systems for their individual classes, if necessary. This may include appropriate visual prompts to help children make the right behaviour choices.

Some children might need to have an individualised reward system that recognises personal behaviour targets. This will be discussed and agreed with parents, if we feel it is necessary.

## **Playtimes & Lunchtime**

We want all children to feel safe and happy at playtimes. We use the same Rainbow Rules for playtime and lunchtime to ensure that this is possible. During lunchtime the Midday Supervisors are responsible for monitoring and maintaining good behaviour and manners. Agreed expectations for lunchtime behaviour are discussed with children and reinforced. Children who show good manners and behaviour at lunchtime will be recognised and rewarded. We recognise that some children find lunch and playtime particularly challenging. We will do all we reasonably can to support these children. Children who are being disruptive while eating may be moved away from other children. If necessary, the Midday Supervisor will involve the Class Teacher or Headteacher.

## **Consequences**

Pupils who do not conform to our School rules are treated firmly, fairly and promptly. Consequences are agreed in response to the pupil's behaviour, the context of an incident and with consideration of

what we know about an individual child. We employ different consequences appropriate to each individual situation. The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment.

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 challenge all behaviour that falls short of the standards and respond in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

All staff use a clear, agreed system to manage negative behaviour:

- 1) **REMINDER** of School Rules
- 2) **WARNING** to stop negative behaviour
- 3) **CONSEQUENCE**

We expect children to listen carefully to instructions in lessons. Children who find this difficult might be moved to sit nearer the teacher or asked to sit on their own; this is to help them concentrate. They might be asked to leave the classroom to work with another adult.

We expect children to try their best in all activities. If they do not, we may ask them to re-do a task or piece of work. On some occasions – for example when a child has not applied themselves to a task within a lesson - a child might be asked to work during playtime to complete an activity.

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. Where possible we will try to support children with their behaviour in a positive way; for example, by providing a special role or responsibility that they can take ownership of.

Depending on the nature of the negative behaviour, other consequences might be considered. These might include:

- Being separated from friends during lessons and/or social times
- Losing playtime / free-choice sessions
- Losing access to clubs / additional activities

High-level negative behaviour (including ongoing negative behaviour, offensive language, violence, bullying, theft, vandalism, or prejudice-based incidents) will be dealt with by the Pastoral Lead and / or the Headteacher. These incidences will also be recorded on our electronic CPOMS system. This may involve a discussion or meeting with the parents to discuss an appropriate consequence. This might – but only in the most serious incidents and only as a last resort - include an immediate fixed-term exclusion following NCC procedures.

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

This could include measures like:

- Reintegration meetings with key staff
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals



## **Staff & Pupil Safety**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher will stop the activity and appropriate further action will be taken. On rare occasions the rest of the class might be removed from the location while staff respond to a specific incident.

If a child threatens or deliberately hurts another child or staff member, they will be referred to the Headteacher, if this is deemed appropriate for that individual child and circumstances.

If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents / carers to arrange a meeting to discuss how we can work together to improve the behaviour of the child.

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school SENDCo (Special Educational Needs Co-ordinator) will 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.

These children may need to have an **INDIVIDUAL BEHAVIOUR PLAN**. This will be shared with the parents /carers, and will support the child to make the right choices in school.

Children who have Individual Behaviour Plans will receive additional support to help manage their behaviour. The school may use a behaviour screening tool (the Boxall Profile) to form part of a graduated-response that helps identify patterns of negative behaviours and their triggers.

On some occasions, these children might have adapted timetables or different routines from other children to avoid places or times of day that they find difficult, such as playtimes or lunchtimes. They might also regularly require access to additional nurture resources, and the opportunity to discuss their thoughts and feelings with an adult (e.g. through play or art therapy).

Children on Individual Behaviour Plans might also have the involvement of outside support to help the pupil and family manage the behaviour. These will be regularly reviewed in meetings with staff, parents and external agencies / partners (e.g. CAMHS, Healthy Families, Team Educational Psychologist, NCC Support Services).

We will always be mindful of wider issues (e.g. SEND, medical diagnosis, family circumstances, Social Care involvement) which impact on a child's behaviour to ensure that appropriate plans are written for each individual child.

**Please refer to Appendix 1 for further information**

## Useful Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Poor attitude

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Fighting
- › Any form of bullying
- › Racist, sexist, homophobic or discriminatory behaviour
- › Sexual violence or Sexual harassment, including: sexual comments, sexual jokes or taunting, physical behaviour (e.g. interfering with clothes), online sexual harassment
- › Vandalism
- › Theft
- › Possession of any prohibited items. *These include mobile phones, knives or weapons, alcohol or drugs, cigarettes / vapes, fireworks, violent or sexual images. It also includes any articles which a staff member reasonably suspects have been stolen or has been used / is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of, any person including the pupil.*

## Bullying

**Bullying** is defined as the repetitive, intentional harming of 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"><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, or inappropriate touching

TYPE OF BULLYING	DEFINITION
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

We have a zero-tolerance attitude to all forms of bullying and follow a robust procedure when children feel bullied.

- We endeavour to ensure children are clear that bullying is: **REGULAR** (not a one off), **PROLONGED** (over a long period of time), **DELIBERATE** (to hurt someone) and usually involves an imbalance of **POWER**. We have a pro-active approach to anti-bullying and talk about bullying with the children (e.g. in PSHE lessons and assemblies) to help them recognise how their behaviour might make other children feel.
- If we believe or discover that bullying is taking place, we act **immediately** to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school are free from fear.
- We encourage children, parents and other adults to speak to a member of staff if they are concerned that a child may be being bullied at school.
- Parents of children that we find are repeatedly hurting, frightening or being unkind to another child will be informed and invited to a meeting with senior staff to discuss how we need to address the behaviour. We expect full parental support in these situations.
- We will always look at providing support for both the victim and perpetrator of bullying, and try to look at the reasons for children targeting other children.
- The school will always address prejudice-based bullying with parents. This is when a child is being targeted because of a protected characteristic (e.g. gender, ethnicity, religion or sexuality).

If parents report incidences of bullying between our pupils outside of school time (including online or cyber bullying), we will follow the same procedures as for incidents in-school and address this with pupils and their parents.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, which is based on the most recent NCC model policy.

## Pupil Transition

The school will support new pupils to meet our behaviour standards by ensuring they are familiar them with the school rules, behaviour expectations and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher/s. 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.

## Staff Training

As part of their induction process, new staff are provided with information on our behaviour policy and school rules. All staff have at least annual refresher training / updates on managing behaviour, and additional training will be organised as appropriate.

## Monitoring Arrangements

### Monitoring and evaluating school behaviour

We used a tiered system to review and monitor pupil behaviour. This helps us recognise when a child's behaviour is changing and helps staff identify strategies to support a child who is finding it difficult to manage their emotions and / or behaviour.

The school will collect and review data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units and managed moves
- Incidents of searching, screening and confiscation

In addition, questions about behaviour are included in our annual surveys for parents and pupils.

The behaviour records will be reviewed every term by our Pastoral Lead, Mrs Harriet Jackson.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group / class
- By focus group / protected characteristic

This review will include looking for any patterns with regard to the time of day / week / term.

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.

### Monitoring this policy

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

At each review, the policy and written statement of behaviour principles will be approved by the Governing Body.

## Legislation, statutory requirements/guidance & Local Support

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

### **Newark Behaviour Partnership**

Christ Church is a member of the local **Behaviour Partnership** (SBAP). This is a multi-school partnership that provides advice and training for local schools and specific support for children exhibiting challenging or concerning behaviours. The Behaviour Partnership supports school staff to have a deeper understanding that not all children 'fit the same box'.



## Responding to Misbehaviour from Pupils with SEND and/or Emotional Issues

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

This may include:

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements for a pupil
- Training for staff in understanding conditions
- Use of separation spaces where pupils can regulate their emotions

### Adapting sanctions for pupils with SEND

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

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

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

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

### **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.

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

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

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



## Serious Sanctions & Reasonable Force

### Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum. Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Additional support from teaching assistants
- Short term behaviour contracts / report cards
- Long term behaviour plans
- Multi-agency assessment

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

### Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned



- Never be used as a form of punishment
- Be recorded and reported to parents

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.

### **Suspension / Fixed Term Exclusion and Permanent Exclusions**

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

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



## Serious and/or Off-site Misbehaviour

### 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 way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, 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).

### 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

### 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. 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.

## **SUSPECTED CRIMINAL BEHAVIOUR**

Although we are a primary school, we are obliged to have a procedure in place if a pupil is suspected of criminal behaviour. In these incidences, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the Designated Safeguarding Lead (DSL) will also make a report to children's social care, if appropriate.

## **SEXUAL HARASSMENT AND SEXUAL VIOLENCE: Zero-Tolerance Approach**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are 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.



## CONFISCATION, SEARCHES & SCREENING

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

### Screening

We do not screen pupils as they enter the school site or buildings. However, staff are always mindful that children may bring items into school that they should not.

This might include prohibited items such as: *Mobile phones, knives or weapons, alcohol or drugs, cigarettes / vapes, fireworks, violent or sexual images.*

It also includes any articles which a staff member reasonably suspects have been stolen or has been used / 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.

### Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil; a parent will be asked to collect the item, if appropriate.

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. This may include jewellery, watches and / or toys.

### Searching a Pupil

We would consider it highly unlikely that we would consider it necessary to conduct a search of a primary-aged pupil. However, it is important that we have a clear policy and procedures in place if this is deemed necessary.

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

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

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

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

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

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

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

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

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

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

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified, 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 their school bags or drawer.

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 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, 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. A member of staff will tell the parents as soon as is reasonably practicable:

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

### **Support after a search**

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

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

**IT IS HIGHLY UNLIKELY THAT STAFF WOULD DEEM IT NECESSARY TO REQUEST A SEARCH TO BE COMPLETED BY THE POLICE WITHIN A PRIMARY SCHOOL SETTING.**

The following guidance is to ensure we have the correct policy in place in these exceptional circumstances.

### **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 one 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 is deemed necessary, 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.