



Fossebrook
Primary School
Together we rise

Behaviour policy and statement of behaviour principles

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Document History

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V0.1	January 2019	Megan Williams	Draft policy created
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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour 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](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Definitions

Negative behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

☒ Vandalism

- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour ☒ Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
 - Repeated, often over a period of time
 - Difficult to defend against
- Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Advisory 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 and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
 - Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and colleagues

Colleagues 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 (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Fossebrook Primary School we aspire to ensure that all pupils feel safe, secure, and valued. We want pupils to grow socially, personally, and academically and to become responsible, caring, and successful members of society. Through restorative approaches, pupils taught about right and wrong, fairness, justice, and acceptance.

We believe that learning happens best when there are good relationships, between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy, and safe environment, we set lofty standards, clear guidelines, and have an ethos of respect and responsibility. Through our behaviour curriculum, we aim to:

- ☐ **Create a community of self-discipline and acceptance**, where everyone takes responsibility for their actions
- ☐ Provide a **consistent approach** to behaviour management
- ☐ **Promote** and **maintain** clear expectations of behaviour
- ☐ **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- ☐ **Encourage** positive relationships
- ☐ Ensure **equality and fairness** of treatment for all
- ☐ Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- ☐ Outline our system of **rewards and consequences**

The Fossebrook School rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management which are:

- Be Respectful
- Be Ready to Learn

- Be Safe

Each class creates its own set of class rules and a class charter during the first few days of the new school year. This collaborative process ensures that pupils take ownership of their behaviour, understand expectations, and feel a strong sense of belonging within their classroom community.

Alongside class charters, our Fossebrook Learning Values shape the way children approach every part of their school day. These values are woven into lessons, routines and relationships, and help us nurture confident, responsible and aspirational learners.

Our Learning Values

These values reflect the ethos of Fossebrook and our wider vision:

Together we belong.

Together we are kind.

Together we dream big.

Together we take responsibility.

They should be visible across the school and consistently referred to by all staff to reinforce a shared understanding of what it means to be part of our community.

In addition to these values, specific online safety rules are displayed in classrooms to support pupils in understanding how to behave responsibly and safely when using technology. These link closely with expectations set out in the school's Online Safety Policy.

In addition to the above, our pupils at Fossebrook 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.

6.1 Mobile phones

Pupils are not allowed to have mobile phones with them on-site. These phone are collected from the pupils on in their classes and they place them in a box for their year group. This box is then kept safe in the office until the end of the day when they are passed back to the children.

7. Responding to behaviour

7.1 Classroom management

At Fossebrook Primary School, our approach to behaviour is rooted in our shared vision:

Together we belong.
Together we are kind.
Together we dream big.
Together we take responsibility.

We expect all pupils to uphold these values through their words, actions and choices. Our behaviour response system provides clarity, consistency and fairness for all children while ensuring that responsible behaviour is celebrated and negative behaviour is addressed appropriately.

Our Behaviour System (EYFS – Year 6)

Our staged behaviour system provides a simple, clear structure that supports pupils to make positive choices throughout the school day. Each class displays the system visually, and staff apply it consistently.

Our Non-Negotiables

We expect all children to be:

Kind • Respectful • Safe • Ready to Learn

These expectations underpin our behaviour system and reflect our core values. Pupils are reminded that choosing not to follow the rules will lead to clear and proportionate consequences.

See 7.3 for structure

Responding to Negative Behaviour

When a pupil makes a behaviour choice that does not meet expectations, staff will respond in a calm, consistent and supportive way. Responses may include:

- A reminder of the expected behaviour
- Verbal warnings as outlined in the staged system
- Movement to **Yellow** if behaviour continues
- Movement to **Red** where behaviour is repeated, persistent or more serious
- Communication with parents where appropriate

Pupils given a **Red** will complete structured reflection time to help them think about their choices and restore relationships where needed.

Red Slips and Escalation

A **Red Slip** is issued when a pupil reaches Red on the behaviour system or displays behaviour of concern during learning time, playtime or lunchtime.

Recording and Monitoring

- Teachers log Red Slips for their class
- SLT collect Red Slip data **half-termly**
- Red Slip totals **reset each half term**

Escalation Process

- **3 Red Slips:** Meeting with the pupil, parents/carers and class teacher

- **6 Red Slips:** Meeting with the pupil, parents/carers, class teacher and a member of SLT (Mrs Evans or Mrs Wallis)

These meetings aim to provide support, review strategies and ensure that home and school work together to improve behaviour.

Serious Incidents

A serious incident is behaviour that significantly breaches expectations, including but not limited to:

- Physical harm or attempted harm
- Threatening behaviour towards pupils or staff
- Damage to property
- Aggressive, unsafe or dangerous actions

For any serious incident:

1. Staff must inform a member of SLT immediately
2. A full investigation will take place
3. Appropriate consequences will be applied, which may include missed break/lunchtime, internal seclusion or (for repeated or severe incidents) a fixed-term suspension
4. Regular review meetings will be arranged where necessary
5. Parents/carers will be informed

Persistent serious behaviour may result in further meetings with the Headteacher and/or Assistant Headteacher.

Playtime and Lunchtime Behaviour

Clear expectations also apply during unstructured times.

If a pupil does not follow the rules:

- They will receive a **Red Card**
- This results in **5 minutes' time out**
- Their **name will be recorded**
- The class teacher will be informed

If a pupil refuses the consequence, lunchtime staff must inform SLT immediately so the behaviour policy can be escalated.

Repeated Red Cards will lead to meetings with parents/carers.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's negative behaviour 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

Celebrating Positive Behaviour

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 systems, expectations 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
 - Establishing consistent end of day/lesson routines to allow the next day begins positively.
- Planning for dealing with low-level disruption
- Using positive language to support reflection

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:

- Praise, smile and visual encouragement
- Dojos given for good things
- Communicating praise to parents via a phone call or a Fantastic Fossebrook Postcard sent home
- Achievement Certificates, Fossebrook Values Certificate, special certificates for curriculum/additional achievement.
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project e.g., Year 5 E-Safety, Student Council.
- Whole-class or year group rewards, such as a popular activity
- Children are to stay on Green every day, but if they do something amazing, they can move up to the star.

Example of how the behaviour chart is used for rewards/consequences

	Behaviour	Rewards/Consequences
Platinum	Children are displaying exceptionally positive attitudes and behaviour (that are above and beyond the expected level) to their learning and peers/adults in around the school.	<ul style="list-style-type: none"> • 5 dojo reward points • Platinum certificate to take home • Praise (verbal & non-verbal)
Green	Children are displaying appropriate behaviour and following school rules.	<ul style="list-style-type: none"> • Moving up the behaviour ladder • Praise (verbal & non-verbal) • 2 dojo reward points
Verbal warning	<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Answering back 	<ul style="list-style-type: none"> • Verbal warning • Confiscating offending items • Reminded of expectations • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Yellow	Behaviour continues after the verbal warning.	<ul style="list-style-type: none"> • Moved to yellow on the behaviour chart • Restorative conversation with member of staff • Reminded of expectations • Reinforce appropriate behaviour 'Well done for making the right choices' etc.

Red	<p>Persistent yellow behaviour. Pupils will be moved straight to red for:</p> <ul style="list-style-type: none"> • Verbally abusive towards others, including using racist and/or homophobic language • Leaving the classroom without permission • Bullying others • Physically and/or verbally abusive towards others, including hitting, pinching, pushing, kicking and goading others • Deliberately damaging property 	<ul style="list-style-type: none"> • Moved to red on the behaviour chart • Red slip being issued, this will be logged internally on school systems • Option for the child to go to another room e.g ELSA room for reflection. • Miss 15 minutes of lunchtime (if AM red) or 15 minutes of break the following day (if PM red) • Call for support from SLT or ELSA if required <p>If child is moved straight to red, all the above applies and:</p> <ul style="list-style-type: none"> • Involvement of SLT • Parents contacted • Internal seclusions (If required)
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*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

7.4 Responding to negative behaviours

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 pupils' negative behaviour.

Staff will endeavour to create an expected 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 negative behaviours will always be addressed.

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

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

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

- Sending the pupil out of the class to a Buddy Reflection Class and recorded on Arbor

Class	Reflection class
EYFS	Year 1
Year 1	EYFS
Year 2	Year 3
Year 3	Year 6
Year 4	Year 5
Year 5	Year 4
Year 6	Year 2

- A verbal reprimand and reminder of the expectations of behaviour ☒ Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour report card (Appendix 4)
- Removal of the pupil from the classroom
- Internal seclusion
- 6 red slips in any two-week period, parents/carers are called into school for a meeting with the class teacher and a member of the SLT. During the meeting, an individual action plan will be devised.
- Suspension or permanent exclusions, in the most serious of circumstances

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

Lunchtime Behaviours

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different lunchtime clubs including Calm Club, Reading Club, and Colouring Club to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

Calm Club allows the teachers to give pupils a ticket at some point during the school morning. This ticket allows 2 pupils from their class access to calm club. Pupils will be chosen to attend this club because they may have lost a relative recently, struggle to socialise etc.

Restorative Reflection time allows children time to reflect on inappropriate behaviour during their break or lunchtime. It allows them to have restorative conversations with the teacher regarding the incident and this is also recorded by the member of staff on Arbor.

Fossebrook follows the Happy Lunchtime behaviour system.

All lunchtime staff carry around with them a small notepad in which they record both positive and negative behaviours and ensure that these are reported back to the class teachers at the end of lunch.

Online behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and antibullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

Using reasonable force will be carried out in-line with our [Physical Interventions Policy](#).

7.6 Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched

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- 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 / designated safeguarding lead (or deputy) / pastoral lead, to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk



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All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

2 What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present:

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

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

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

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

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

The appropriate adult will:

Act to safeguard the rights, entitlement and welfare of the pupil

Not be a police officer or otherwise associated with the police

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Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.7 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

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

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school



- It adversely affects the reputation of the school

The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher or Assistant will make the report.

The school will not interfere with any police action taken. In addition, the school will 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 and record on CPOMS.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [child protection and safeguarding policy](#) for more information

7.11 Malicious allegations

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

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

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

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

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

8. Restorative Sanctions

8.1 Detentions/Reparations

Pupils can be issued with detentions/reparations during break, but we will not hold them after school. The children will complete a Restorative Reflection slip which is completed with the child and class teacher during break or lunchtime.

8.2 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 who have been removed from the classroom are supervised by a Learning Support Assistant and will be removed for a maximum of fifteen minutes.

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

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

Parents will be informed on the same day that their child is removed from the classroom.

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

- Meetings with outside agencies
- Use of teaching assistants
- Short term behaviour systems, completion of restorative reflection slips
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment
- Planned time in the Sensory Room
- Planned curriculum time for children on alternative educational curriculum plans

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

8.3 Suspension and permanent exclusions

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

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

Please refer to our [exclusions policy](#) for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid 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.

Our approach to anticipating and removing triggers of misbehaviour may include:

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (Sensory Room, corridor outside of classroom, Sunshine Room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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

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

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

10. Supporting pupils following a sanction

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

This could include measures like:

- › Reintegration meetings
- › Daily contact with the SENDCo or ELSA
- › A behaviour card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of our CPD, our staff are provided with training on managing behaviour, including training on:

- › The proper use of restraint
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour
- › Specific training will be given to members of staff under consultation with our SENDCo

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by the SENDCo/Assistant Headteacher.

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

- › At school level

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Advisory Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher and Advisory Board.

14. Links with other policies

This behaviour policy is linked to the following policies;

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Advisory Board annually.

