



# Whole School Policy for Good Behaviour and statement of behaviour principles

**St Eanswythe's C of E Primary School**

*Learning holistically through God's unconditional love*

*Vision: We radiate God's unconditional love by being accepting, inclusive and supportive. Everyone is nurtured, enabling them to reach their full potential as caring, confident members of both the school family and global community. All are educated holistically through a variety of enjoyable academic, creative, physical and spiritual experiences.*

Date:.....

Signed:.....Headteacher

Signed:.....Chair of Directors

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## Our Vision:

As a Christian school we aim to live out our vision and create a school in which each child is loved unconditionally.

We strive to create a Christian environment where each pupil is valued and special and in which respect for the rights and needs of others is nurtured. As a church school we believe that good behaviour is underpinned by our Christian vision which is linked to the Bible and underpinned by our values; generosity, compassion, respect, honesty, forgiveness and perseverance. Children are taught that the way we treat others matters and this is exemplified by both our vision and our Bible verse. Both rewards and sanctions are given with the clear understanding that for every action positive or negative there is a reaction, this really helps the children understand that the way they act has consequences.

In the formulation of this policy, DFE guidelines have been taken into consideration, along with the views of the staff and the school council. It should be read in conjunction with the SEN policy, Bullying policy, PSHE policy, Child protection policy and the Worship policy to establish the general ethos of the school.

It provides a framework for the creation of a happy, secure and calm environment in which children can learn and develop as caring and confident members of the school family and global community. It is written for every member of the school community to allow everyone to understand the policy of the school and to apply it consistently and fairly.

**To earn respect we must gain respect; therefore all staff, volunteers and visitors are to be seen as a positive role model.**

### **Aims:**

- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to discipline which is used and approved by staff in the school, teaching and non-teaching
- To ensure that parents are informed and aware of our behaviour expectations
- To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using a range of professionals within school including giving children opportunities to discuss their problems.
- To ensure a safe, caring and happy school based on God's unconditional love.
- To promote good citizenship and British values (knowing right from wrong, mixing, sharing & valuing others, knowing and respecting the differences between cultures, challenging negative attitudes)
- To promote self-discipline

- To celebrate individual and group achievement
- To prevent bullying

### Principles:

Every child has the right to learn but no child has the right to disrupt the learning of others. This principle is reflective of our vision.

Discipline is founded on understanding and tolerance. The school ethos is based on understanding and unconditional love reinforces good behaviour. Positive behaviour is promoted in the classroom, in the hall, corridors and at play, the children are reminded of our vision and our Bible verse about loving one another as Jesus has loved us is used to encourage children to think about the way they treat others. All staff including midday supervisors, teaching assistants, students and visiting teachers should be aware of the school policy and support one another in its enforcement – treating children with respect and love as is our vision. All staff should adopt a uniform approach, common standards and set the example for pupils to follow. They will do this by modelling good relationships with each other and the children.

We encourage children to become responsible for their own actions, for them to become aware of the possible results of what they do and say. They are encouraged to behave in a way that will not make others unhappy for whatever reason. In order to uphold this, we have a Pastoral Lead who works 1:1 with children who find it difficult to control their own actions.

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## 1. Aims of this Policy

This policy aims to:

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

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- › [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy:

[https://drive.google.com/drive/u/0/folders/1-1riOtc39w6FUQACgvk9xbZ2MuoG\\_SwI](https://drive.google.com/drive/u/0/folders/1-1riOtc39w6FUQACgvk9xbZ2MuoG_SwI)

## 5. Roles and responsibilities

### 5.1 The governing board

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

### 5.2 The headteacher

The headteacher is responsible for:

- › Reviewing 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 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently

- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

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

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

## 5.5 Pupils

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

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

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

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

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

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

## 6. School behaviour curriculum

***Our Core Principle: No one has the right to disrupt the learning of others.***

Our school values are: Generosity Compassion Honesty Forgiveness Respect Perseverance

As well as the school values, the school rules are:

- Everybody deserves respect.
- Everybody deserves to feel safe.
- Everybody has the right to learn

These are school rules, not suggestions. They apply to all pupils, without exception, and are not negotiable with pupils or parents. They apply:

- In the school

- During school trips and visits
- Whenever pupils are in uniform
- When off-site behaviour affects the school or its community
- When online

Please refer to our Behaviour Rules and Sanctions document on our website:

<https://www.st-eanswythes.kent.sch.uk/behavior>

Pupils are expected to:

1. Follow instructions the first time – from any member of staff, without argument.
2. Be pleasant, polite, and respectful – to staff, other pupils, visitors, and themselves.
3. Keep hands, feet, and unkind words to themselves – physical or verbal aggression will not be tolerated.
4. Use calm, appropriate language at all times – no swearing, shouting, or disrespectful tone.
5. Walk quietly and sensibly around school – keeping learning spaces calm and safe.
6. Take care of school property and belongings– including classrooms, toilets, books, and all equipment.
7. Wear the correct uniform smartly and with pride – including on the way to and from school.
8. Stay in the correct place at the correct time – no wandering or leaving class without permission.
9. Be honest and take responsibility for their actions.
10. No deliberate disruption of learning – your own or others.

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

## 6.1 Mobile phones

Children may bring mobile phones into school if they have to walk to or from school. Mobile phones must be taken to the school office where they will remain until the end of the school day. Children may not use their mobile phones while on school grounds.

## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

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

### 7.2 Safeguarding

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

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

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

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

### **7.3 Responding to good behaviour**

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:

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.

1. Verbal praise
2. Positive phone calls home / positive conversations with parents/carers
3. A Visit to the Head teacher where they will receive a sticker and certificate
4. Name in the Golden Book and a sticker given to child in worship in Celebration worship
5. Stickers
6. House points (KS1/2) to be totalled on Fridays - house cup to be presented to house captains at Celebration worship
7. Classes also have their own class rewards systems encouraging a community ethos within the classroom
8. Leaves for demonstrating school values
9. Gold cards given out which could lead to an invitation to the good behaviour tea party at the end of each term.

### **Daily Routines at our school**

Before the start of the school day:

- Children should go straight to the playground with their bags
- They should play gentle games (no ball games/ going on the equipment)
- Be in school by 8.30 (but not before 8.15 unless attending breakfast club)
- Stop when the teachers raise their hands
- Walk to own line on teacher's say-so
- Children should report to the school office if they are late/parents need to sign the late book
- Caps and berets should be on children's heads as they enter the school gate

Playtime:

- All children should go out to play unless they are unwell or have written permission
- Any children staying in the classroom or any other part of the building, must be supervised by an adult
- During wet playtimes children will remain in their classes and use wet play games and equipment
- Fruit and water or milk may be consumed and rubbish placed in the outside bin
- Children should at all times be polite to adults

Lunchtime:

- Midday Supervisors and class teachers need to, in line with the school's vision and values, support one another and know that once an incident has been dealt with it will not be re-opened unless specifically referred to by a lunchtime assistant. Injuries are entered in the accident book when required. Notes home to parents using the school proforma will be sent when appropriate. The class teacher will be notified of more serious injuries when parents need to be contacted. The Headteacher's permission is to be sought before sending a child home.
- Children should use the toilet and wash their hands before they go to eat their lunch.
- In the Hall, the aim is to ensure the children eat their food and behave in an appropriate way. We encourage good manners.
- Children may go down onto the playground when a member of staff gives permission.

#### After School:

- Children will either leave school by the playground or the front entrance. They will be escorted by their teacher and need to inform their teacher or an appropriate member of staff when their adult has arrived to collect them.
- Children who have not been collected as expected should inform their teacher or another member of staff. They should wait in the reception area for their parents.
- Children from Years 5 and 6 only may go home alone - they require written permission for this
- If another person, other than the parent, collects the child a note/message is required from the parents
- Caps and berets should be worn when leaving school
- Parents should wait outside

#### Worship:

This is a special part of the school day and the children are expected to enter calmly and quietly. It is a quiet and thoughtful time. The chosen music will be played as children enter and leave the hall. It is important for staff to model good behaviour (not talking etc).

- Children should enter and leave in silence or singing
- They should sit quietly keeping hands to themselves
- Children should not disturb others

#### Routine Rules:

- Children should treat each other with respect as exemplified in our vision.
- When indoors children should walk at all times
- When on the stairs children should walk on the left-hand side
- Children will be taught to respect and obey all teachers and other adults in positions of authority, in turn
- staff will treat children with respect.
- Children should not bring sweets to school (apart from on birthdays)
- Children should only bring money for specific purposes, e.g. Lunch payments, school trips etc. Any money should be handed to staff for safe keeping
- Anti-social behaviour-stealing, fighting, swearing, hitting, bullying and general disobedience is not acceptable
- All children should wear school uniform and the notified PE items
- Jewellery should not be worn-it could be a safety hazard to the wearer and others. If ears are pierced a stud or sleeper should be worn. No earrings are permitted during PE as it is a health and safety risk.
- Watches are worn at the owner's risk and these must be removed for PE and swimming
- All children must keep the cloakroom areas neat and tidy. Big bags are unnecessary and should not be brought to school
- When out of school, children are expected to be good ambassadors for the school and promote or vision and values at all times

## 7.4 Responding to misbehaviour

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

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

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

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.

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

- › A verbal reprimand and reminder of the expectations of behaviour
- › Time out, sanction and reflection time
- › Setting of written tasks such as an account of their 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/carers
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

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

## 7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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

## 7.6 Searching, screening and confiscation

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

### Confiscation

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

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

### Searching a pupil

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

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

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

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

- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but 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 / designated safeguarding lead (or deputy) / pastoral lead, to try to determine why the pupil is refusing to comply.

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

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

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

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

'Outer clothing' includes:

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

### **Searching pupils' possessions**

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

- › Desks
- › Lockers
- › Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents/carers**

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

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

### **Support after a search**

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

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

### **Strip searches**

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

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

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

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

### **Communication and record-keeping**

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

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

### **Who will be present**

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

## Care after a strip search

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

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

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

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

## 7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

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

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

## 7.8 Online misbehaviour

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

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

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

## 7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team / pastoral lead will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered

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

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

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

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

## 7.11 Malicious allegations

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

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

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

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

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

## 8. Serious sanctions

### 8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff.

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

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

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

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

- › Use of teaching assistants
- › Long-term behaviour plans
- › Multi-agency assessment

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

### 8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions information in Appendix 4 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

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

### 9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

## **10. Supporting pupils following a sanction**

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

This could include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead or a member of the SLT
- A behaviour support plan

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

### **11.2 Preparing outgoing pupils for transition**

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

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

## **12. Training**

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

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

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

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

The data will be analysed every year by the SLT

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

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

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

### **13.2 Monitoring this policy**

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

### **14. Links with other policies**

This behaviour policy is linked to the following policies:

- › Child protection and safeguarding policy
- › Anti-Bullying Policy
- › Mobile phone policy

### **Appendix 1: written statement of behaviour principles**

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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### **Appendix 2: behaviour log**

### **Records to be recorded on Arbor.**

### Appendix 3: letters to parents/carers about pupil behaviour – templates

#### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Headteacher name: \_\_\_\_\_

Headteacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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#### Behaviour letter – return slip

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

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent/carer name],

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

I would appreciate it if you could arrange to meet me as soon as possible so we can discuss a way forward.

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

Yours sincerely,

Headteacher name: \_\_\_\_\_

Headteacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

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

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

Yours sincerely,

Headteacher name: \_\_\_\_\_

Headteacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 4: Exclusions

We will only use fixed term exclusions where other sanctions and supports have proven unsuccessful or where a 'one off' incident warrants such actions. Where a child's behaviour or conduct indicates that s/he is in danger of exclusion the parents/carers will be informed and an informal support programme put in place involving the school and home in trying to prevent such a severe outcome.

The length of an exclusion will usually be between half a day and two days on the first occasion although for repeated or the most serious incidents such as premeditated violence the exclusion may be for a longer period.

To meet government requirements, if a child is excluded for more than 5 days, a meeting of the Governors Disciplinary Committee will be held to discuss the matter with an LEA representative and the child's parents/carers. The outcome of this meeting will be a Pastoral Support Plan to assist the child. This will be shared with all staff working with the child to ensure they can meet their targets successfully.

Types of incidents which may lead to a fixed term exclusion:

- Serious violence towards others
- Frequent incidents of less serious violence towards others
- Frequent and serious disruption of lessons and other school events
- Frequent and serious acts of rudeness to others
- Frequent and serious acts likely to endanger themselves or others
- Bullying
- Theft
- Use of bad language
- Use of illegal substances

The School may take the action to permanently exclude a child where their conduct continues to pose a serious and continuous threat to the safety of themselves and others and where all strategies available to the school have been exhausted or become ineffective. In such an event the Headteacher will advise the parent/carer on how to appeal the decision and of the role of the Directors and LEA in drawing up the most suitable future provision for the child. During this time however the school will continue to support the parent/carer and child while the child is at home.

The decision to fix term or permanently exclude children in care or under the supervision of social services is not taken lightly as the school recognises the vulnerable circumstances of these children and the level of impact this may have on their future should they leave the school.

**REMINDER** → **WARNING** → **TIME TO REFLECT** → **BOUNCE BACK**

**I WILL BE GIVEN REMINDERS IF I DO NOT:**

1. Follow instructions the first time - from any member of staff, without argument.
2. Be pleasant, polite, and respectful - to staff, other pupils, visitors, and themselves.
3. Keep hands, feet, and unkind words to myself - physical or verbal aggression will not be tolerated.
4. Use calm, appropriate language at all times - no swearing, shouting, or disrespectful tone.
5. Walk quietly and sensibly around school - keeping learning spaces calm and safe.
6. Take care of school property and belongings- including classrooms, toilets, books, and all equipment.
7. Wear the correct uniform smartly and with pride - including on the way to and from school.
8. Stay in the correct place at the correct time - no wandering or leaving class without permission.
9. Be honest and take responsibility for their actions.
10. No deliberate disruption of learning - your own or others'.

**All pupils should be:**

Ready	Respectful	Safe
Being in on time	Being kind to each other	Being calm in the corridors
Being ready to learn	Speaking calmly to others	Being calm in the classroom
Dressed in the correct uniform	Showing a positive attitude	Being calm on the playground
Trying their best in all subjects	Looking after all equipment	Taking care of each other
Asking and answering questions in lessons	Using equipment for the job it is intended for	Seeking help and support when it is needed
	Being quiet when someone is speaking	Keeping hands and feet to self
	Listening to others	
	Keeping a tidy classroom	
	Keeping tidy corridors	
	Respecting the playground	

*"Smart starts, wonderful walking, lovely lines."*

**Generosity    Compassion    Honesty    Forgiveness    Respect    Perseverance**

ADD POSTER WITH WARNING CARDS ETC ON – LAST APPENDIX