



Behaviour Policy

Contents

| | |
|--|---------|
| 1. Aims | page 1 |
| 2. Legislation and statutory requirements | page 1 |
| 3. Our Approach | page 2 |
| 4. Bullying | page 5 |
| 5. Roles and responsibilities | page 5 |
| 6. Responding to behaviour | page 7 |
| 7. Serious sanctions | page 15 |
| 8. Pupil support | page 17 |
| 9. Responding to undesirable behaviour from pupils with SEND | page 17 |
| 10. Pupil transition | page 18 |
| 11. Training | page 19 |
| 12. Monitoring arrangements | page 19 |
| 13. Links with other policies | page 20 |

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
- Provide a consistent approach to behaviour management that is applied equitably to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)

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

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

In addition, this policy is based on:

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

3. Our Approach

At Ferndale Primary School, our approach to managing behaviour is one that is centered on the importance of positive, trusted relationships and nurturing behaviours linked to our core values of Respect, Teamwork, Equality and Honesty. Our staff understand their role in promoting positive behaviour and act as role models for all of the pupils, many are also skilled in managing and understanding more challenging behaviours.

Our staff are trained to see past the presenting behaviour in order to find out what the child is trying to communicate. There is a growing body of research and understanding of the impact of Childhood Adversity Experiences (ACE) on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive and supportive relationships at its heart.

All adults in our school are aware of how to create an ethos and environment of both physical and emotional safety and have the skills to respond to pupils who are suffering or have suffered stress. We fully understand and support the impact that connection with a trusted, emotionally available adult has on a child and seek to maximise this for those who are identified as requiring additional support.

We have an in school mentor and a well-being team, who can support children who are struggling to cope in school and when needed, this support may be offered in 1:1 session, in class or in small groups we also access external support from expertise from the Local Authority. Our aim is to support children to find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them

We believe the focus should be on the positive, we try to separate the behaviour from the child and ensure they understand they are cared for no matter what. Relationships matter to us which is why our approach goes beyond simply maintaining an orderly and compliant school.

3.1 Our curriculum and expectations

All children are expected to follow the school values of: Honesty, Respect, Equality and Teamwork. Our values underpin this behaviour policy and are at the centre of any discussions we have with children regarding their behaviour choices.

The ethos of the school is underpinned by the belief that each child has the right to work, play and learn in a friendly, safe and supportive environment, without prejudice. We also believe that staff have the right to deliver their responsibilities in a similar environment.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show focus and attention in lessons
- Demonstrate good manners to all
- 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
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

These expectations form the basis of our 'Everyday Behaviour Charter' which is shared which is agreed by all pupils in school and is monitored by all staff in a consistent manner.

In addition to our values and everyday behaviour charter, we have our Learning 9, which are a set of learning behaviours which support our children in their day to day approach to school. These are taught through fictional books in EYFS and KS1, where the characters demonstrate the positive behaviour. We reward children who demonstrate these behaviours in our weekly merit assembly.

Our Learning 9 are:

Confidence, Independence, Communication, Motivation, Resilience, Co-operation, Resourceful, Questioning and Nurturing.

3.2 Undesirable behaviour

At Ferndale we have a set of undesirable behaviours which are linked to our card system of sanctions. These include:

Yellow card behaviour:

- Answering back
- Not completing a given task
- Ignoring instructions
- Name calling (not Protected Characteristics)
- Repeatedly winding someone up
- Being somewhere in school without permission
- Running in school

Orange card behaviour:

- Running out of the classroom
- Poor attitude towards adults
- Threatening someone
- Lying
- Inappropriate language (not swearing)
- Making fun of someone (not Protected Characteristics)
- Insulting someone's family (not Protected Characteristics)

Red card behaviour is defined as:

- Kicking
- Punching
- Pushing
- Swearing
- Stealing
- Spitting
- Throwing furniture
- Damaging property
- Retaliating physically
- Purposeful comments related to the Protected characteristics (including race, religion, disability, gender) of the person or their family

Some incidents of undesirable behaviour are extremely serious and go beyond a red card. These will be treated on a case by case basis. These include:

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
- Possession of any prohibited items – please see section 6.5 about confiscation and the searching of a child and/or their belongings.

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)

If an incident is extremely serious eg Sexual assault, the police will be informed.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

Details of our school's approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#).

5. Roles and responsibilities

5.1 The governing body

The governing body will review this behaviour policy and will monitor the policy's effectiveness, holding the deputy headteacher and senior staff to account for its implementation.

5.2 The Deputy Headteacher and Senior Staff

The Deputy Headteacher and Senior Staff are responsible for:

- Reviewing this policy in conjunction with the governing body.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with undesirable behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its expectations 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 tracking is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

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, including the Everyday behaviour Charter
- 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 the school's expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

It is important that class based staff take responsibility for the behaviour of their class, using a range of strategies and techniques in their day to day practice, to address any undesirable behaviour and to support any children who are struggling to behave in an appropriate manner. Once these has been exhausted, the senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

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 undesirable behaviour (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.

Where parents are struggling to manage their child's behaviour at home, we offer Early help support from our Parent Support Workers and Learning Mentor.

6. Responding to behaviour

6.1 classroom management

All 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, discuss and promote the Everyday Behaviour Charter
- Develop a positive relationship with pupils, including:
 - 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 strategies for dealing with low-level disruption
 - Using positive reinforcement

6.2 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 undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our safeguarding policy.
- The school recognises that sometimes children can abuse other children. This may occur inside and outside of school. Further details about this and our response to such incidents is in our Safeguarding Policy.
- 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 undesirable behaviour may be linked to them suffering, or being likely to suffer, significant harm.
- Where this may be the case, we will follow our safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.3 Responding to good behaviour

All staff work together to apply consistency in dealing with children and wherever possible, positively reinforce consistent effort and good behaviour through verbal praise, the collection of Class Dojo points, stickers and visits to Senior Leaders to share good work.

EYFS

Good behaviour strategies and management during the early stages of school life are essential in promoting opportunities for children to develop self-discipline, take responsibility for their own actions and have respect for others and for their surroundings.

We encourage good behaviour through praise and provide clear limits through introducing simple rules and emotions. Our strategies used include:

- Rewarding good behaviour with verbal praise as often as possible;
- Sharing praise stickers, Dojo Points and certificates;
- Distracting children by offering a positive and attractive alternative;
- Removing the child from the situation for a short time;
- Supporting children in a positive manner to think about their behaviour and its impact on others
- Using an individual behaviour chart for those children who may need a more personal approach

KS 1 and KS 2

In addition to the everyday rewards given, children are rewarded for not having any serious sanction cards. The longer they can be without a card, the better the reward:

| | |
|------------|---|
| Whole week | Extra playtime on Friday afternoon (no cards at all) |
| Half term | A text will be sent to parents (1 yellow card allowed) plus eligibility to enter the raffle for book form the vending machine – 1 per year group. |
| Term | An 'in school' treat will be given (1 yellow card allowed) |

6.4 Responding to Undesirable behaviour

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.

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 undesirable choices will always be addressed.

De-escalation techniques 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. 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.

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 and to support their social, emotional and mental health (SEMH).

EYFS

Where a child chooses to behave in a way that is deemed undesirable, we will use a system that allows the child to think about their actions and to think about the impact on others. With young children we recognise that behaviour needs to be dealt with as soon as it occurs.

Step 1- a child will be asked to have a few minutes in time out, sitting within the environment in a designated area to think about their actions and then return to activities.

Step 2- reflection-a child will have a longer time out and will discuss their actions further with a member of staff.

Where deemed necessary, parents will be informed.

Year 1

We recognise that there needs to be a transition from EYFS to KS 1. Therefore, we bring in the more formal behaviour sanctions into year 1 when the majority cohort are able to understand the system fully and it is meaningful to them. They will continue with the EYFS approach and use 'time out' and instant 'reflection' as sanctions for serious behaviours. We aim for children in year 1 to be using the KS 1 approach by the end of the Autumn term, although this time scale will be cohort specific.

KS 1 and KS 2

At Ferndale we have developed a whole school approach to sanctions, using a card system. Depending on the seriousness of the undesirable behaviour, a card will be given and recorded on a class chart (see appendix for agreed cards). For low level behaviour a verbal warning will always be given to allow the child a chance to modify their behaviour, for more serious offences the card will be instant. Cards will be collected over a half termly period and may result in **Reflection**.

- Red card = reflection
- 2 orange cards = reflection
- 10 yellow cards = reflection

All red cards are logged onto our CPOMS system by the person issuing the red card, any following actions are also logged by senior members of staff if relevant. These incidents are monitored on a regular basis by the Deputy Headteacher and further support offered as required.

What is Reflection?

In the Early Years, Reflection will take place with the AHT for the phase as soon as the incident has occurred. In KS 1 and KS 2, Reflection will take place during a morning and lunchtime, when the child will spend time in a fully staffed area.

We will ask the child to think about their actions, we encourage them to calmly reflect on the choice they made and then discuss how they could have made a better choice. We talk about feelings and how our actions affect these. If it is appropriate we may encourage the child to record the discussion in pictures, or if it is an older child, through a written activity.

They may also be able to 'make amends' by writing a letter or making a card.

Parents will always be informed if their child has been in reflection via a face to face conversation, or a phone call. If a child is in reflection more than three times in a half term period (Regular Visitor), they will visit a senior leader and will have a report sheet to complete during the day. Parents will be contacted by the Assistant Head teacher for their phase if their child shows persistently undesirable behaviour.

Fresh Starts:

Children have many chances to put things right:

- Each week is a new opportunity to earn the extra playtime.
- Each half term all cards are cleared.
- Each term is a fresh start to win the termly prize

6.5 Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them. We have a number of CPI trained staff across school, who can be called upon to assist with behaviour which may require physical restraint.

However, 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 physical restraint must:

- Always be used as a last resort
- Be carried out by CPI trained staff, unless it is an emergency
- 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 in the physical intervention record book and reported to parents

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

Please refer to our [Positive Handling and Restrictive Intervention Policy](#) for more information.

6.6 Confiscation and searches

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

Confiscation

Any prohibited items (listed in section 3.2) 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 or the designated safeguarding lead (or deputy) 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 from section 3.2, 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 or the designated safeguarding lead (or deputy) 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 3.2.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, classroom trays.

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:

- Classroom trays
- 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 3.2).

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 3.2), including incidents where no items were found, will be recorded on CPOMS.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3.2). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present:

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

6.7 Undesirable behaviour when off-site

Sanctions may be applied where a pupil has shown undesirable behaviour off-site when representing the school. This means 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 shown undesirable behaviour off-site, at any time, whether or not the conditions above apply, if it:

- 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).

6.8 Undesirable online behaviour

The school can issue behaviour sanctions to pupils for any undesirable behaviour online 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.

6.9 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, a member of SLT will make the report.

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

6.10 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
 - Complete an Early help Assessment
 - Refer to children's social care
 - Report to the police

Please refer to our safeguarding policy for more information

6.11 Malicious allegations

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

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

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

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

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

7. Serious sanctions

7.1 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 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 incidents. 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 known to them and will be removed the minimum amount of time needed to smoothly re-integration.

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:

- Short term behaviour report sheets
- Long term behaviour plans
- Inclusion Support involvement (SEMH team)
- Respite at a pupil referral unit
- Multi-agency assessment

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

7.2 Suspension and permanent exclusions

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:

- Consider all the relevant facts and evidence
- Allow the pupil to give their version of events
- Consider if the pupil has special educational needs (SEN)

There are three types of formal exclusion that the school can sanction for extreme behaviour: Lunchtime Exclusions, Fixed Term Suspension and Permanent Exclusion.

A child can also be excluded from a class day trip/residential trip for extreme behaviour as outlined in the national guidance for 'Off-site & Out of Hours Educational activities'; where extreme undesirable behaviour gives rise to concerns for the child's own safety or the safety of their peers. Exclusion from a day trip / residential may also be a consequence for a serious breach of the Behaviour Policy eg Sexual Harassment / Violence

Lunchtime Exclusion: Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period for a fixed period of time. This will count as a half- day exclusion against the pupil.

Fixed Term Suspension: A decision on suspension for a fixed term should be taken, on balance of probabilities, only in response to breaches of the school's behaviour policy where these are not serious enough to warrant permanent exclusion. These should be for the shortest time necessary. However, for continued disruptive behaviour a number of fixed term suspension can be given as outlined in Sandwell Exclusions: Good Practice Guide.

Permanent Exclusion:

Only the headteacher, or acting headteacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort and will be carried out in line with Sandwell's Fair Access protocol.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

A decision to suspend a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

School will closely work with Sandwell Inclusion SEMH (Social and Emotional, Mental Health) and their Preventing Primary Exclusions (PPE) team to support a child who is at risk of permanent exclusion. A reduced timetable can be negotiated with parents where a child has received a number of fixed term exclusions to try to avoid a permanent exclusion. The school will endeavour to support a child and family to avoid a fixed term exclusion.

When a pupil is suspended or permanently excluded parents will be notified without delay. If a pupil has a social worker, or if a pupil is looked-after, the social worker and/or VSH, as applicable will also be notified without delay. The local authority will also be notified.

Managed Moves

School will only consider a managed move to another school if it is in the best interests of the child. This will only be considered once all other measures and support have been exhausted.

8. Pupil support

Following a serious 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 pastoral lead / SLT
- A behaviour chart personalised behaviour goals

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

The school's Senco will evaluate a pupil who exhibits undesirable behaviour to determine whether they have any underlying learning or SEMH 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. We may use the expertise the PPE team (Preventing Primary Exclusion).

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction can be used to arrange time-limited placements at an AP (Alternative Provision). Depending on the individual needs and circumstances of the pupil, off-site direction into AP can be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction

9. Responding to undesirable behaviour 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 (learning and SEMH) need or disability (SEND).

When incidents of undesirable behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of undesirable behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of undesirable will be made on a case-by-case basis and if necessary, appropriate, meaningful sanctions will be given.

When dealing with undesirable behaviour 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 and its sanctions. As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers for the undesirable behaviour , 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.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account the needs of the child and the circumstances of the incident. 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 learning or SEMH 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. Pupil transition

The school will support incoming pupils to meet behaviour standards by explaining the behaviour policy and the wider school culture on their arrival.

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

11. Training

Ferndale staff are provided with regular training on managing and understanding behaviour. We have a number of staff in each building who are trained in CPI.

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

We have good relationships with Sandwell Inclusion Support, who support staff with strategies for supporting children who are showing undesirable behaviour on a regular basis.

Behaviour management will also form part of continuing professional development.

The senior leadership team will support staff in responding to behaviour incidents

12. Monitoring arrangements

12.1 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 Deputy 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 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.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the deputy headteacher and full governing body every three years.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- PSHE, including RSE
- Physical Restraint and Restrictive Intervention Policy
- Staff Handbook
- Staff Code of Conduct
- Sandwell Fair Access Protocol (current and subsequent versions)

Agreed Cards

Before a yellow card is given a member of staff and the child will be asked to change their behaviour.

Yellow: (after a warning has been given)

Answering back
Not completing a given task
Ignoring instructions
Name calling (not Protected Characteristics)
Repeatedly winding someone up
Being somewhere in school without permission
Running in school

Orange:

Running out of the classroom
Poor attitude towards adults
Threatening someone
Lying
Inappropriate language (not swearing)
Inappropriate behaviour (including use of mobile phones and technology)
Making fun of someone (not Protected Characteristics)
Insulting someone's family (not Protected Characteristics)

Red: (on purpose)

Kicking
Punching
Pushing
Swearing
Stealing
Spitting
Throwing furniture
Damaging property
Retaliating physically
Putting someone at risk (including use of mobile phones)
Purposeful comments related to the Protected characteristics (including race, religion, disability, gender) of the person or their family.