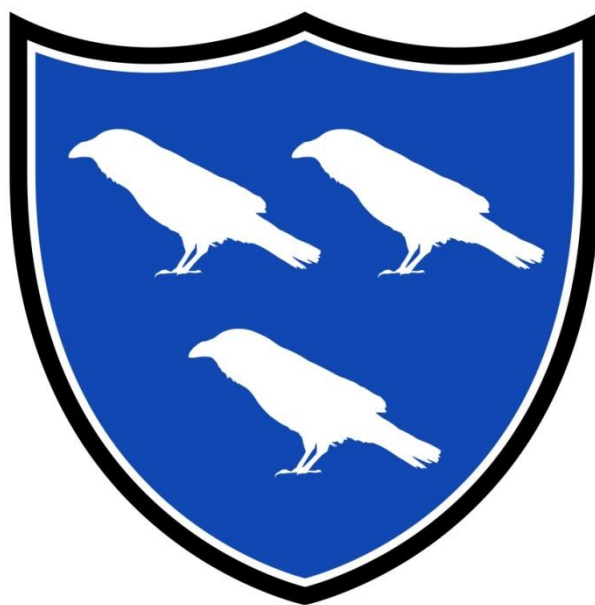


# Valley Primary School



## Behaviour Policy

**Because we...**

**Care – Learn together - Aim high  
Be honest - Look after what we have**

**We are...**

**Ready – Kind and Considerate - Safe**

Updated: February 2023  
Review Date: February 2025

## **Philosophy**

Valley Primary School is committed to creating an environment where exemplary behaviour underpins productive learning. It is a place of safety where firm boundaries guide and support; where self-discipline outweighs compliance; where high expectations lead to lifelong learning; where care and respectful relationships build self-esteem. Everyone at our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. The school embraces a Restorative Approach as a means of empowering adults to be effective problem solvers, developing empathetic and responsible pupils. Successful Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging pupils and adults in a process which separates the deed from the doer, allowing people to make amends for the harm caused. A restorative ethos places the value of relationships at the heart of the school. It teaches children responsibility, develops their emotional literacy, builds and nurtures relationships and promotes positive learning strategies and problem solving.

## **Aims of this policy**

To provide simple, practical procedures for staff and children that:

- Create a culture that excellent behaviour is the minimum expectation for all; for learning, for relationships, for building a community.
- Ensures the language of our Core Values and Expectations permeate through our daily interactions.
- Create a culture of shared ownership for the behaviour of learners; where adults work together to teach appropriate behaviour through positive intervention. Adults working in every role are equipped and empowered to follow through with incidents of poor behaviour.
- Summarise the roles and responsibilities of all stakeholders in relation to behaviour management.
- Ensure that all learners are treated fairly; shown respect and good relationships are promoted.
- Ensure that learners are encouraged to take control over their behaviour and be responsible for the consequences of it.
- Enshrine consistency and certainty of response.
- Make consistent positive reinforcement easy with clear procedures for reinforcing, encouraging and celebrating great behaviour including outlining the system of rewards.
- Define the agreed consequences to be applied at the classroom level as well as established structures for more serious behaviours.

## **Legislation and statutory requirements**

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

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

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy takes into account:

- 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 antibullying strategy online

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

### Promoting Positive Behaviour

Positive behaviour reflects the values of our school, readiness to learn and respect for others. We make this happen by creating an environment where good conduct is more likely and poor conduct less likely.

We ensure that all our children understand what behaviour is expected and encouraged and what is prohibited. When children show positive behaviour, there is a system of rewards in place, whilst there are also sanctions in the event that rules are broken. The use of positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

Our behaviour curriculum clearly defines the expected behaviours in school, rather than simply being a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties, and we use routines to teach and reinforce the behaviours expected of all pupils. In this way, our children are very clear about the behaviour expectations of the school and also the consequences of unacceptable behaviour.

Valley's behaviour policy is founded on a restorative justice approach which centres around five pillars.

### **Five Pillars of Practice**

- Consistent, calm adult behaviour
- First attention to the best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

The Valley Vibe and Behaviour Framework helps reinforce the three core expectations relating to all behaviour choices.

### **Three Expectations**

Three rules that we promote and reinforce in our classrooms, assemblies, corridors, lunch hall, playgrounds:

**Be Ready**

**Be Kind and Considerate**

**Be Safe**

We teach the children, from Reception to Year 6, what it means to be Ready, Kind and considerate and Safe in different contexts within the school. (See Valley Vibe Posters – Appendix 2 and the Behaviour Framework)

At Valley, we ask that pupils:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

### **Adult behaviours**

We also ask all staff to:

- Meet and greet each pupil at the classroom door.
- Refer to 'Ready, Kind and considerate, Safe'
- Be fair and consistent.
- Give first attention to the best conduct.
- Model positive behaviours and build relationships.
- Listen to pupils and understand.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the stepped boundaries. Prevent before sanction.
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past pupils who are behaving badly.

### **Routines**

- **Courtesy and good manners.** Pupils are recognised for showing great manners; through their words, actions and body language; shown consistently to all peers and adults in school.
- **Quick and focussed responses to a signal for attention.** Adults will use a range of techniques to gain attention of a group of learners, appropriate to the lesson or environment. These are made explicit to the pupils then positively reinforced.
- **Calm, orderly transitions – The Valley Vibe,** including lining up; walking quietly; holding doors. High expectations are set by all adults and relentlessly reinforced. Pupils develop self-discipline by managing transitions independently during less structured periods of the day.
- High expectations of the **tidiness and organisation** of the school environment are modelled and consistently pursued, in corridors; playgrounds; halls; classrooms; learning bays. Displays, interesting and varied signage, photographs of learners all reflect our Core Values and Expectations.
- Wearing **school uniform** with pride. Pupils are encouraged to show their sense of belonging to the school community by wearing the correct school uniform and PE kit and adhering to these boundaries.
- Consistent **environment** that displays the quality of the learning in our school, and echoes our Core Values and expectations, and has positive images of learners.

### **First attention to the best conduct**

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. We are working towards recognition replacing reward, and to recognition systems being

more collective than individual, where learners are interdependent. Valley currently operates a range of reward systems including:

- Recognition systems: Targeted, specific praise and names on board
- Use of class level reward and recognition tool kit: E.g. marbles in class jar to earn a class treat; chart/raffle tickets to earn first Golden Time choice
- Playtime/Lunchtime/Care club house tokens for half-termly own clothes day
- Praise Postcards from teachers/support staff
- Gold stars with Head/Deputy Head

### **Recognition for Over and Above**

- Praise postcard from the Head Teacher
- Marvellous Monday assemblies with the Head Teacher
- Head Teacher 5 Gold Star Certificate
- Core Value Awards

### **Inappropriate Behaviour**

The lists below provide examples of different levels of behaviour which are considered to be inappropriate. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any behaviour which differs from these examples will be considered in its own right and categorised appropriately.

Examples of **inappropriate behaviours** are:

- Constant chatting
- Calling / Shouting out in classrooms or corridors
- Unfinished or unacceptable work due to time wasting
- Not looking after resources carefully
- Not sharing or co-operating
- Thoughtlessly "rough" play
- Interrupting the teacher
- Running in the corridor
- Name calling
- Sexist comments

Examples of **Serious inappropriate behaviours** are:

- Inappropriate behaviours consistently repeated after adult intervention.
- Racist remarks or behaviour, bullying, homophobia or sexist comments [see separate policies]
- Dangerous behaviour [e.g. throwing stones, climbing the fence, absconding]
- Spitting
- Physical assault including biting
- Fighting
- Stealing
- Refusing to do what an adult has requested
- Answering back aggressively
- Swearing

- Damaging schools and other children's property deliberately
- Graffiti

➤ 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

There are more serious examples of inappropriate behaviours which, whilst we do not expect to see them, we must recognise do exist. Examples of this would be:

- Persistent refusal to accept school, class or playground rules, or authority of adults
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare
- Violent behaviour towards other children which does not improve after intervention
- Physical or verbal aggression towards a member of staff/ adult
- Extremely violent behaviour resulting in injury
- Repeated bullying, racism, homophobia or sexism
- Serious damage to school buildings
- Bringing dangerous items to school such as lighters, matches, weapons or drugs.

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Any one of these behaviours could result in immediate Permanent Exclusion

### **Bullying**

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group.

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>▪ Racial</li> <li>▪ Faith-based</li> <li>▪ Gendered (sexist)</li> <li>▪ Homophobic / biphobic</li> <li>▪ Transphobic</li> <li>▪ Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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 the school's approach to preventing and addressing bullying is set out in the Anti-Bullying Policy which can be found on the school's website.

### **Language and Microscripts for intervening with behaviour incidents**

- I have noticed you are ...
- That's not showing me our expectation of...
- I need to see you/I need you to/ I expect you to.... Thank you for listening (then refocus attention on the positive within the classroom)
- Show me what ready/kindness/safe behaviour looks like in our classroom/playground
- I know you will...
- I know you're going to get this right in a minute
- Thank you for showing me you are ready/doing that in a considerate/safe way/doing that safely
- Do you remember last lesson/week when you... This I who I need to see today
- The choice is...or ... The consequence will be...I'll give you some thinking time
- That's not showing me you are being safe/kind/ready – How could you show me that now?
- We will ...(have a better lesson/day/playtime tomorrow)

### **Stepped boundaries**

1. **Reminder** A reminder of the expectations; Ready, Kind and considerate, Safe; delivered privately whenever possible to the learner. The adult makes them aware of their behaviour. The learner has a choice to do the right thing.
2. **Warning** A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.
3. **Final warning/Time out** The pupil is asked to speak to the adult away from others; boundaries are reset; the pupil is asked to reflect on their next step; again they are reminded of their previous

conduct/attitude/learning; the pupil is given a final opportunity to re-engage with the learning/ follow instructions and given private thinking time. (3-5 minutes)

4. **Consequence** The pupil informed that they have chosen to not to change the behaviour they were asked to and a consequence is given, that can be followed through soon as possible to allow for a fresh start next lesson/day.
5. **Repair** Use of the Restorative Questions to structure a reparation conversation.

***Restorative Language is a calm, fair and respectful way of communicating which allows each person to express their thoughts and feelings. It helps maintain positive relationships within the school. If there has been a conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.***

**What happened/Thoughts and feelings**

Can you tell me what happened? What were you thinking at the time? Do you know how you were feeling? What are you thinking/feeling now?

**Harm and Affect**

Who has been affected or harmed by what happened? How?

**Needs**

What needs to happen to make it right or for you to feel better?

Is there anything you could do to repair the harm?

**Agreement / negotiation**

If the same thing happened again, what could be done differently?

**Our Behaviour Blueprint summarises the key points of our policy. See Appendix 1**

**Early Years Foundation Stage**

From Pre-school to the end of the Reception, children in EYFS should be guided, in accordance with the Early Learning Goals for Self-Regulation, Managing Self and Building Relationships, to develop their understanding of being Ready, Kind and Considerate and Safe. In Reception, the expectations and procedures of this policy are introduced and built upon during the year. The Restorative Approach should be used from the outset to manage conflict and repair relationships, with adapted question structures and visuals available to support the process if needed.

*‘Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions and develop a positive sense of self. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.’* **Statutory framework for the Early Years Foundation Stage – September 2021**

In Pre-School, Golden Rules appropriate to young children are used to lay the foundations for being Ready, Kind and Considerate and Safe. Adults model and teach positive relationships and use the Restorative Approach, following the Early Years script.

**Consequences**

Adults make the decision on what consequence is fair, reasonable and proportionate and follow it through. For playtime and lunchtime staff, a teacher is on duty every playtime to support with restorative conversations. Once pupils reach the consequence stage, this is recorded on Arbor in order for incidents to be tracked and monitored. A Restorative Agreement form may be used when it is beneficial to make a



written agreement with a child. (See Appendix 3). This should be saved in the Behaviour Records folder on the shared drive.

Staff should use their knowledge of the pupil, taking into account their age and level of understanding, when deciding if, when and how to use consequences. Adults should consider how best they can encourage a pupil to achieve his or her best and allow others to do the same. They should consider if consequences have been used previously and what impact they had. Appendix 4 has some examples which are for guidance only.

Classroom	Playtime/Lunchtime/Care clubs
<ul style="list-style-type: none"> <li>• Sit on individual table/or sent to learning bay outside the classroom for a short period</li> <li>• Sent to another class for short period (less than the period of the lesson)</li> <li>• Missed playtime (5/10 minutes – pupils should be given opportunity to get fresh air, get a drink/fruit, go to the toilet, in order for them to have the best chance to improve behaviour for the next lesson)</li> <li>• Missed Golden time (5 minute increments)</li> <li>• Completion of work at home or during a breaktime</li> </ul>	<ul style="list-style-type: none"> <li>• Withdrawal for a period of time from a specific game/equipment e.g. for the rest of that day/session</li> <li>• 5/10 minutes off the playground in designated place</li> </ul>

### **Written Reflections**

The forms for written reflections are saved on the shared drive and can be given to pupils to complete when it would be beneficial for them to show how they have reflected on an incident and record what they would do differently next time. Pupils involved in incidents that occurred at playtime or lunchtime can be sent to the member of SLT who is on playtime behaviour duty to complete their reflections. Classroom incidents should be handled by the class teacher in the first instance. If, as part of a Yellow or Red Stage Intervention, a pupil has been given a consequence of a fixed period off the playground, they can report to the member of SLT on lunchtime duty. Pupils missing morning or afternoon playtimes should be managed by the class teachers.

Reflection forms are filed in the central file kept in the Head Teacher’s office. Whenever a pupil has been asked to complete a reflection, the incident should be logged on Arbor.

### **Removal from the Classroom**

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by either a teacher from another class or year group or by a Senior Leader.

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

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.

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

### **Yellow stage intervention**

If poor behaviour persists, and the agreements made in the restorative conversations have not been adhered to, a more formal agreement will be drawn up, using the paper forms. (Appendix 3). Pupils will have their behaviour discreetly monitored by adults to show progress towards the agreed expectations. Parents will be informed via a meeting and /or in writing. This is managed by the class teachers, alongside the lunchtime supervisors and Care club manager when needed, with the support of SLT.

For some single incidents, particularly where a pupil's actions or language have resulted in a pupil or member of staff being hurt or upset, it may be deemed necessary go straight to using a Yellow Stage Intervention.

### **Red stage intervention - Serious breaches**

Actions that fall below our expectations of conduct and have caused serious harm/hurt to others or caused purposeful damage, will result in red stage intervention. A consequence will be issued, then a reparation meeting held, resulting in a formal restorative contract. The pupil completes a written reflection sheet. (Appendix 3) This is managed by SLT, alongside Class Teachers, the Lead Lunchtime Supervisor and Care Club Manager when needed.

### **Consequences**

- A period of time working in another classroom or the SLT office (morning/afternoon/day/week)
- A period of time off the playground, where a school-based community service job can be imposed.

- Loss of privileges, such as peer mediator/sports leader/school council roles, representing the school on a sports team
- Withdrawal from a school trip or organised school event
- Suspension or Permanent exclusion

#### **Behaviours that would lead to a Red Stage Intervention (this list is not exhaustive)**

- Comments directed to another person, spoken with intent and understanding, that would be construed as racist, homophobic or discriminatory against a faith/culture/language/country of origin/disability
- Threatening language or actions
- Swearing directed at a person or rude gestures
- Shouting / being verbally aggressive to another pupil or adult.
- Repeated or more serious incident of stealing
- Repeated or more serious damage to school or another person's property.
- Purposefully causing more serious physical harm to another pupil or adult.
- Bullying behaviours – repeated, intentional harmful words or actions directed at one person or a group; encouraging others to join in with such actions.
- Actions that could cause danger to self or others; and refusing to comply with adult instructions.

#### **Exclusions**

In order for pupil to fulfil their true potential, they need to feel safe at school and be free to learn in a calm, orderly environment. When this is not the case, the Head Teacher will consider exclusion.

Only the Head Teacher can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A suspension does not have to be for a continuous period.

Exclusions, whether in the form of a suspension or permanent exclusion will only be used as a last resort or in situation when support offered to a pupil through the Restorative Approach to make more positive future behaviour choices has failed to bring about the improvements in behaviour or when there has been a serious breach of the school's behaviour policy.

Depending on the severity and seriousness of the incident, the age and ability of the pupil, sometimes the behaviour choices that have been made will be expediated through the system of consequences resulting in the issuing of a fixed-term suspension or permanent exclusion. Where appropriate, the pupil's SEND status, disability or other protected characteristic will also be taken into consideration when deciding to issue a suspension or permanent exclusion.

When investigating racist or other derogatory language, the age of the child and their understanding and competence in language use will be considered in order to determine the purposeful intent of the comments made before deciding if exclusion is the appropriate consequence.

A suspension may be issued following repeated, persistent disruptive behaviour, physical assaults with the intent to harm, racist or derogatory language or insults (whether made in the real or virtual world), extreme disobedience that becomes dangerous, swearing, spitting or stealing.

A pupil may be suspended on a fixed-term basis for one or more periods up to a maximum of 45 days in any single academic year.

Following a suspension, the pupil and parents will be asked to attend a reintegration meeting where behaviour targets will be set for the pupil and these will be monitored for a set period of time under the Red Stage Intervention process.

The decision to permanently exclude a pupil will be taken:

- In response to a single serious breach or following persistent breaches of the school's behaviour policy and expectations of conduct relating to the core expectations of showing kindness and consideration, a readiness to learn and play together and making the right choices to keep yourself and those around safe; or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

While none of the examples given in this section of the policy are to be used as an exhaustive list, serious breaches could be determined as episodes of extreme physical violence, serious threats made to members of the school community (whether in the real or virtual world), illegal behaviour including the use of weapons, drugs or pornographic material, or where extreme racist, derogatory language is used either in the real or virtual world.

When the school is considering issuing a pupil with a suspension or permanent exclusion, the latest Department for Education statutory guidance (Suspension and Permanent Exclusion from maintained Schools, Academies and Pupil Referral Units in England, including pupil movement – 2022)

### **Understanding individual needs**

This policy is based upon our expectation that adults working in our school will build relationships, gain an understanding of individual needs and use strategies and approaches that enable all pupils to flourish. Where pupils have specific needs that make it difficult for them to be Ready, Kind and Considerate or Safe in certain situations; we seek to problem solve and put in preventative strategies. But, if incidents occur where the safety, wellbeing or learning of others has been seriously affected, even though adjustments have been made, a Yellow or Red stage intervention would be put in place. Staff are encouraged to be open and supportive of each other; we are working as a whole team to promote excellent behaviour. Support is available via the Senior Leadership Team.

### **Peer Mediators**

A team of Peer Mediators from Year 5 and 6 are trained each year by Behaviour Matters to use a Restorative Approach to help pupils resolve low-level conflict. Teachers and support staff can send pupils to see the mediators, who are on duty every playtime, to help with both classroom and playtime problems. Pupils can also approach the mediators themselves. The mediators are trained in assessing if the problem is appropriate for them to deal with and refer back to the adults if necessary. (See Peer Mediator poster)

### **Responsibilities**

#### **Governors**

School Governors take a lead role in monitoring and reviewing this policy and holding the Head Teacher to account for its implementation.

#### **Head Teacher and the Senior Leadership team**

It is the responsibility of the Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility. The Head Teacher 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

Senior Leaders will:

- Meet and greet learners and parents at the beginning and end of the day
- Be a visible presence in the school to encourage appropriate conduct
- Support staff by sitting in on reparation meetings and supporting staff in conversations
- Regularly celebrate staff and learners whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Regularly share good practice
- Support adults in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Use behaviour data to target and assess school wide behaviour policy and practice
- Ensure new staff are inducted into policy and procedures

### **Staff**

All staff, including: Governors, senior leadership, teaching and non-teaching and agency staff have a responsibility for:

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

## **Parents and Children**

Parents and carers have a responsibility to support their children and work in partnership with the school as outlined by the Home-School Agreement and Working Together document, and pupils must follow the policy and other associated policies including the Appropriate Use of Technology contracts and Home-School Agreement.

Parents and carers are expected to:

- 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, 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.

## **Pupils**

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

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

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

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

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

Where necessary, extra support and induction will be provided for pupils who are in-year arrivals.

## **Mobile Phones**

Pupils in Years 5 and 6 (when they walk to and from school independently) are permitted to bring their phones to school but these are handed in at morning registration. Pupils are not permitted to use their mobile phone during the school day except where phones are used for medical reasons eg diabetic monitoring. Before pupils can bring their phones to school, parents / carers must sign the appropriate contract paperwork and pupils and parents / carers must sign the acceptable use forms.

## **Volunteers and Club Providers**

Volunteers and Club Leaders are expected to speak and respond to pupils in accordance with this policy. In return, pupils should maintain the high expectations of conduct and courtesy we would expect in all other

school situations. Club providers are given the Behaviour Blueprint and a leaflet that outlines the philosophy of our policy.

### **Teachers' Powers in Managing Behaviour**

#### Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers can confiscate pupils' property

### **Behaviour Outside School**

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can include misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

### **Physical Restraint**

In some circumstances, staff may use a positive hold on a pupil in order to prevent them, amongst other things:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Only 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

Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

**The general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

**The power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police. No confiscated item will be returned to the pupil, but they may be returned to parents after discussion with senior leaders.

We will also confiscate any item which is harmful or detrimental to school discipline.

### **Searching a Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head Teacher, or by the Head Teacher 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 Head Teacher, 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 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 as identified in this policy, but not to search for items that are only identified in the school rules.

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

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

Outer clothing includes:

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

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items 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**

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

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

### **Support after a search**

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

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

### **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 cannot 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 intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

- The appropriate adult agrees

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Head Teacher
- 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.

### **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).

### **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.

### **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 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.

### **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 the school's Child Protection and Safeguarding Policy for more information which can be found on the school's website.

### **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 which can be found on the school website for more information on responding to allegations of abuse against staff or other pupils.

### **Responding to Misbehaviour from Pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. We will try to anticipate and remove triggers of misbehaviour for example by:

- 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

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

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

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

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

### **Pupils with an Education, Health and Care (EHC) Plan**

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

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

### **Pupil support**

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

The school's Special Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs [please see the SEND Information Report for additional information]

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.

### **Pupil Transition**

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Training**

All staff are provided with training on managing behaviour, for some, this includes positive handling training.

Behaviour management will also form part of continuing professional development.

### **Monitoring and review: putting policy into practice**

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied
- Any issues identified will be incorporated into the school's action planning
- The Head Teacher will be informed of bullying concerns, as appropriate
- The Head Teacher will report on a regular basis to the Governing Body on incidents of serious breaches or bullying.

### **Links with other school policies and practices**

This policy links with a number of other school policies, practices and action plans including:

- Anti-bullying policy
- Exclusion policy
- Safeguarding Policy
- SEND Policy
- Positive Handling Policy
- Allegations of Abuse Against Staff