



Relationship Policy

Status:	STATUTORY
Responsible Person:	Headteacher
Responsible Governor:	Full Governing Body
Review date:	July 2024

Statement of Behaviour Principles

In conjunction with the legislation and statutory requirements as outlined in Section 2, this policy uses the research and writing of Tom Bennett (1) as the primary source of principles which underpin the daily management of behaviour of staff and students within Willow Bank School.

Tom Bennett advocates that behaviour should be a taught curriculum in the same way that other subjects are taught in school. He attaches great importance to understanding the psychology and motivation of classroom management and the establishment of school “norms” of behaviour which are reinforced by consistent and frequent use of routines. The overall objective of his work is to allow teachers to establish a safe and cohesive classroom where they can teach and where students are able to learn and grow as individuals.

In conjunction with the work of Tom Bennett, the policy also recognises the importance of understanding “Emotional Literacy”, as developed by Claud Steiner; the policy supports Steiner’s view that significant impact can be achieved when interleaving emotional literacy with the behaviour management structures and routines as advocated by Bennett.

Using both academics as the foundation of this policy, we aim to create a culture in school that proactively responds to situations and experiences, offering pupils the opportunity to reflect and regulate before a high-level incident occurs.

Adverse childhood experiences (ACES), trauma and attachment theory.

Willow Bank school is committed to becoming a trauma informed and mentally healthy place for all. A trauma informed school is one that can support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Public health studies have shown that when children have suffered painful life experiences, there is a high chance of them going on to suffer severe mental and physical ill-health, unless they receive help and appropriate interventions.

<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>

The school relationship policy recognises the importance of trauma in young peoples’ lives and commits to ensuring staff receive appropriate training in the issues of adverse childhood experiences (ACES), trauma and attachment theory.

The policy also sits alongside the DFE advice on mental health and behaviour in schools (2018) which aims to help schools to support pupils whose mental health problems manifest themselves in behaviour.

The Behaviour for Learning Plan for Willow Bank School

The Behaviour for Learning Plan for Willow Bank School reflects our continuous drive towards creating:

- A safe and secure environment for staff, pupils, and visitors
- An effective teaching and learning environment
- A positive climate and good discipline throughout the school that contributes to our ever-growing culture of positivity and inclusivity

Monitoring and Recording of Behaviour

Willow Bank use Behaviour Watch to record all types of behaviour.

Behaviour Watch is an advanced web-based system which allows schools to centralise their own recording systems and log incidents online, eliminating the need for paper-based reports.

When incidents are logged automatic emails will alert relevant staff and intelligent analysis enables quick identification of areas of concern.

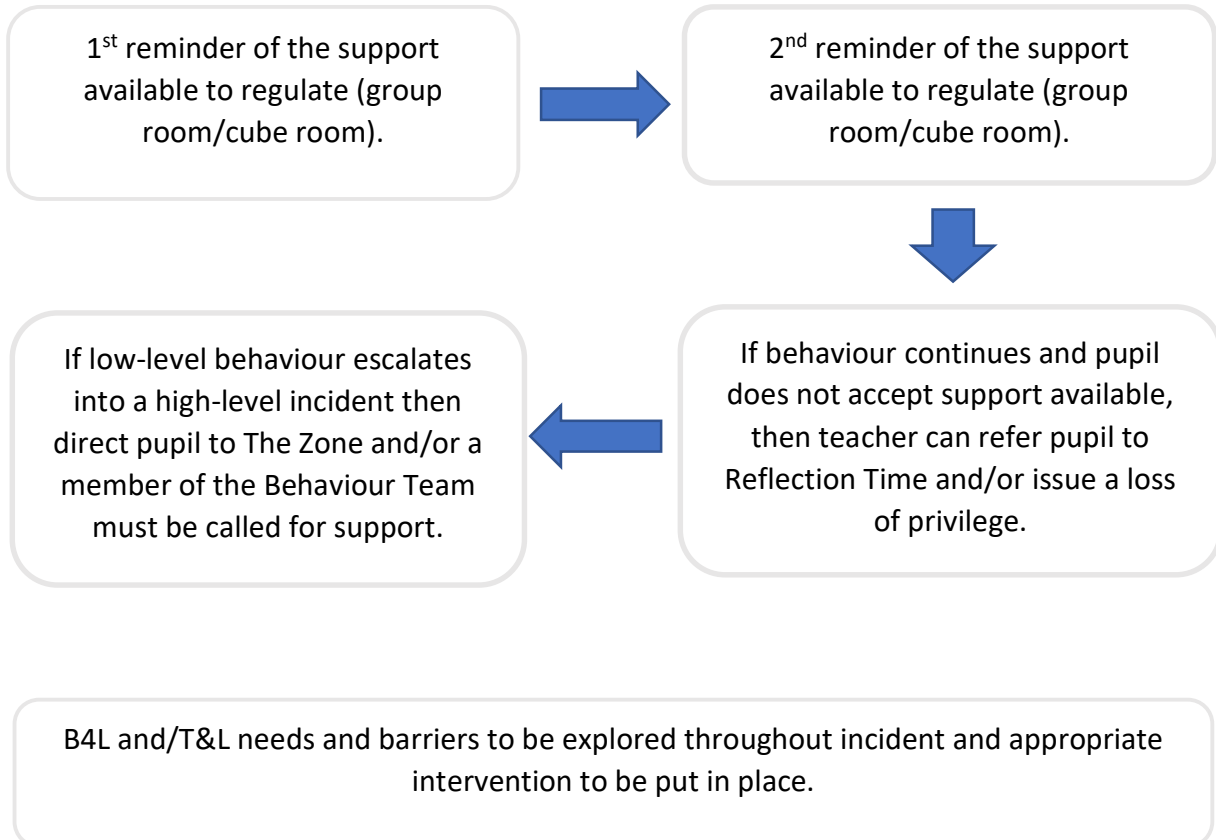
Behaviour Watch enables the school to maintain effective communication with parents, schools, and external agencies, informing about pupil progress, behaviour, and achievements.

Behaviour Watch allows our school to record a detailed chronology of rewards, incident slips and contact information that can be stored in a chronology of a student which allows for the effective assessment of a pupil's progress and achievement. It also provides a detailed account of all relevant materials needed for the pupil's successful education experience including identified and targeted interventions and personalised provision mapping in line with the needs as outlined in their EHCP.

Willow Bank School - Conduct for Learning

- Arrive on time to and be ready to **LEARN**
- Engage in learning and complete all work to enable you to **ACHIEVE**
- Respect all members of the Willow Bank community to enable us to **GROW** together
- Listen to staff and work **TOGETHER**

Low Level Behaviour Management System



High Level Behaviour Management System

Ask pupil to leave and go immediately to The Zone – supported by TA.

Consequence decision and phone call to be made by SLT on the same day of the incident.

B4L and/T&L need and barrier to be explored and appropriate intervention to be put in place.

Low Level Behaviour Management System

System	Intent	Implementation	Impact
1 st reminder	To allow pupils the opportunity to reflect on their own behaviour	<ul style="list-style-type: none"> - To be used before behaviour escalates as part of our relationship policy - To be used in line with POAP profile - Allow pupils' time to rectify behaviours 	<ul style="list-style-type: none"> - Pupils will begin to understand the function of their own behaviour and encouraged to make the right choices within lesson - Disruption to others should improve - Reoccurring low-level incidents should decrease
2 nd reminder	To make it clear that their behaviour is not acceptable and remind them of the options they have been given to make the right choice	<ul style="list-style-type: none"> - Clear instruction with reference to next steps and potential consequences - Reminders of positive behaviour/rewards system 	<ul style="list-style-type: none"> - Pupils will develop their understanding of their own behaviours – taking ownership and developing independence and self-reflection - Pupils will develop their ability to link their learning outcomes with the behaviours
1 st Consequence	To enforce a consequence to their action; pupils to understand that their behaviour is having an impact on their learning and the learning of others	<ul style="list-style-type: none"> - Clear instruction of the consequence: Reflection Time and/or loss of privilege - Incident to be logged on BW and relevant staff to make contact home if necessary (subject teacher or keyworker) - RJ and/or Intervention issued if necessary - Reflective practice to take place from both pupil and staff 	<ul style="list-style-type: none"> - Pupils will become more reflective and self-aware of their own needs – both independently and with the support of a member of staff - Pupils will understand choice, focusing more on the positive outcomes than the impact of their negative behaviours - Aspiration and LTP for pupils should develop - B4L and T&L should improve
The Zone	To be used when the pupil cannot manage the lesson and/or likely to cause disruption to others. A space where the behaviour team has time to	<ul style="list-style-type: none"> - To be used as a final resort once an attempt to effectively re-engage pupil has failed - Engagement within The Zone must be linked with the learning - Resources are to be used which will allow behaviour mentor to identify the 	<ul style="list-style-type: none"> - The learning of others will not be affected - Pupils will begin to make better choices as they become more aware of their own needs through the behaviour curriculum programme

System	Intent	Implementation	Impact
	<p>identify the function of the pupil's behaviour</p>	<p>functions and purposes of the behaviours</p> <ul style="list-style-type: none"> - Observations in line with the behaviour curriculum are to be made those who are staffing The Zone 	<ul style="list-style-type: none"> - Less hot-spots and recurring incidents of poor choice/behaviour - A decrease in high-level incidents - The Zone will provide a safer environment for those pupils who are engaged with their learning

Responsibility for Behaviour, Rewards and Consequences

Pupil

- To actively partake in conversations and activities that help pupils to understand their own behaviours
- To behave appropriately around school in line with the school expectations
- To independently recognise and celebrate positive behaviours
- To support other pupils in class and help them to regulate - do NOT encourage poor behavioural choices from others

Teaching Assistant/Classroom Support

- Encouraging pupils to engage with the time-out resource with clear reflection to the Zones of Regulation framework.
- To initiate conversations with pupils who are dysregulated and not ready to learn, monitoring and adding any key findings to any incident slips the teacher has opened
- To have reflective conversations with pupils about the function and purpose of their choices with behaviour

Teacher

- To ensure lessons are planned in line with B4L training and CPD
- To deliver lessons that are planned in line with pupil's EHCP to ensure QFT
- To provide pupils with the opportunity to reflect and respond to their own behaviours
- To follow the behaviour management system if behaviour continues to fall below standard

Key Worker

- To collect and share pupil voice with SLT with regards to the behaviour in class and the behaviour systems including the rewards system
- To check the behaviour of your pupils each Friday and make relevant phone calls home where necessary - use report card if needed
- To encourage pupils to reflect on their own behaviours at the beginning of each week with a strong focus on their positive behaviours

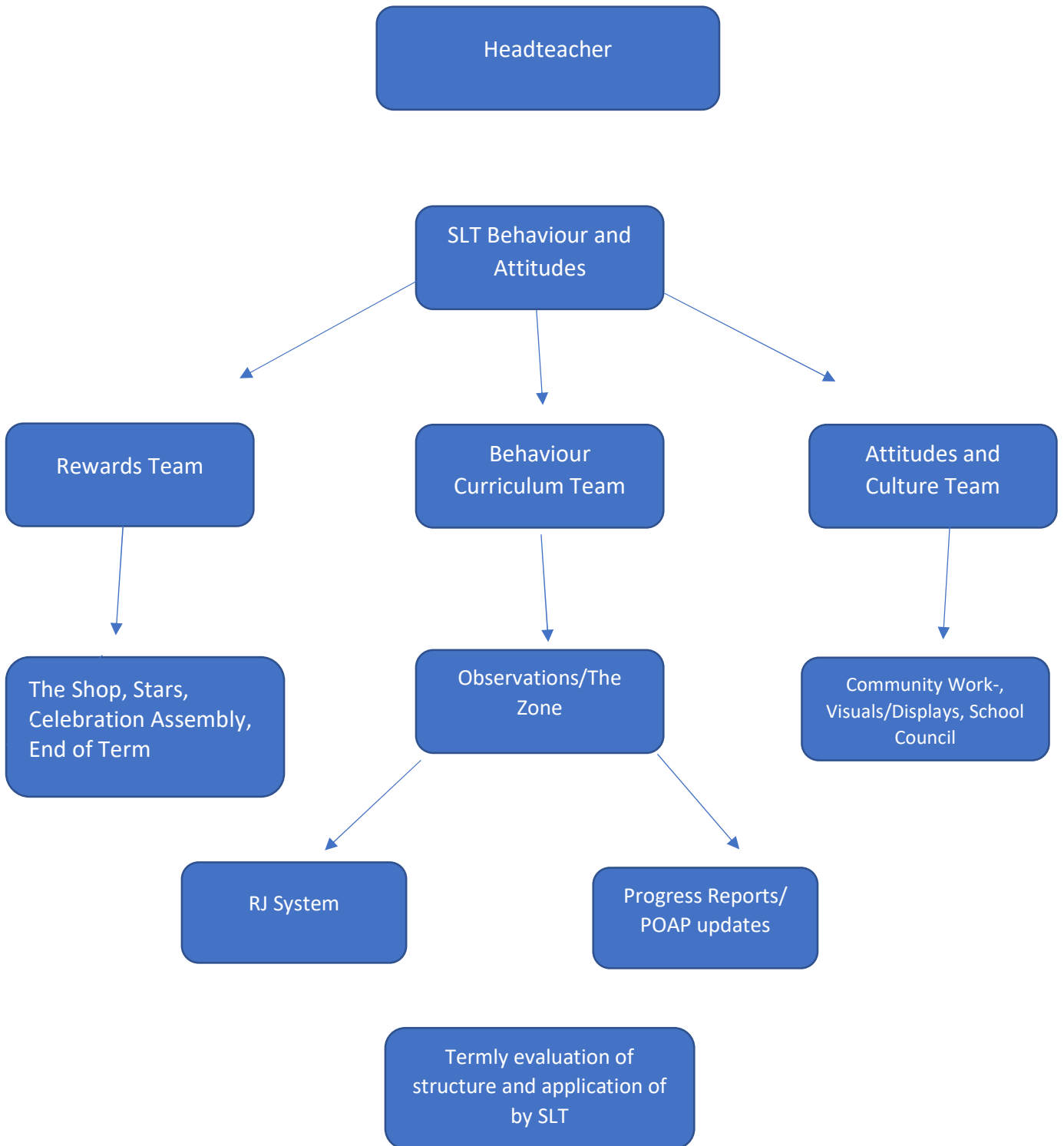
Behaviour Team

- Delivery of our extrinsic rewards system e.g. The Shop.
- Supporting our intrinsic rewards system e.g. celebration assemblies
- Staffing The Zone
- Working with SLT to identify and work towards improving "hot spots"
- Completing observations in line with our Behaviour Curriculum charter

SLT

- To ensure non-negotiables and the consequences are applied consistently across whole school
- To support staff with following the relationship policy, identifying CPD needs or best practice
- To monitor and analyse systems to ensure consistency and effectiveness of all
- To collect, analyse data and implement necessary changes

Behaviour for Learning Team



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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements, and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
[Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
[Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
[Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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

3. Definitions

Misbehaviour that constitutes to **low level incidents** are defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Antagonising or encouraging others to misbehave
- › Visual or audible outbursts that are not linked to pupil's SEND

- Ignoring clear instruction from teacher and/or support staff
- Non-completion of classwork or homework that is not linked to academic gaps or needs
- Indirect swearing

Misbehaviour that constitutes to **high level incidents** are defined as:

- Dangerous behaviour including fighting
- Verbal and physical abuse towards staff or child on child
- Bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Severe damage to property
- Theft
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

➤ Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
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

For curriculum specific details with regards to our anti-bullying, please see our anti-bullying strategy.

5. Roles and responsibilities

5.1 The governing board

The governing body is responsible for:

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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the relationship 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 all pupils
- Creating and delivering lessons that will support the behavioural needs of all pupils
- Considering their own behaviour within the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on Behaviour Watch
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents if the behaviour management system is ineffective. The SLT will respond to feedback and reflections from staff in relation if they are finding it difficult to implement the rewards and/or behaviour management system

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's relationship 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 work in collaboration with them to tackle behavioural issues.

5.5 Pupils

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

The expected standard of behaviour they should be displaying at school

- › That they have a duty to follow the relationship 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 relationship policy and wider culture.

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

6. School behaviour curriculum

Pupils are expected to:

- Arrive on time to and be ready to **LEARN**
- Engage in learning and complete all work to enable you to **ACHIEVE**
- Respect all members of the Willow Bank community to enable us to **GROW** together
- Listen to staff and work **TOGETHER**

In addition we expect pupils to:

- Always wear correct uniform
- Accept consequences and engage in our reflective approach to behaviour
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones and electronic cigarettes

In response to our safeguarding policy and DfE guidance we have decided the following:

- Mobile phones and electronic cigarettes are now considered part of our non-negotiable policy. All mobile phones must either be left at home or placed in an envelope upon arrival where they will be locked away until the end of the day. Staff cannot store an electronic cigarette; it is against the law to wilfully hand an electronic cigarette to a child.

- If pupils are found to have either of these items in school, they will be issued a strike – where necessary/possible items will be confiscated until the end of the school day where they will then be returned. Parents must collect their child's electronic cigarette as per the law.

- If the pupil is likely to dysregulate during confiscation, reminders of the consequences must be given and SLT informed where they will decide appropriate action. Staff members cannot forcibly remove a personal item from a pupil unless it is deemed proportionate or necessary. DSL must be contacted if there is a safeguarding concern raised i.e., the filming or photographer of staff/pupil.

- If a pupil reaches three strikes, they will receive 1 day suspension and contact home will be made. Repeat offences that affect the pupil's attendance which may result in an attendance trigger.

- Where a mobile phone/music is considered a SEND need then an alternative format will be sourced i.e., a MP3 player for music.

7. Positive engagement for learning

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to engage with their learning
- Display the expectations and rewards system in their classroom, where appropriate some subjects may display their own subject specific classroom rules e.g., safety rules.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Provide an engaging start to the lesson that “hooks” the pupil in line with the curriculum and their EHCP
 - The effective use of the POAP profile
 - Establishing clear routines
 - Communicating expectations of behaviour in a range of ways
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a clear strategy to pre-empt and proactively respond to potential incidents of low-level
 - Using positive reinforcement
 - Effective use of TA support and The Zone
 - Active participation in RJ system where appropriate

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

- Points to be “spent” in “The Shop”
- Verbal Praise
- Communicating praise to parents/carers
- Certificates, prize ceremonies and celebration assemblies
- Bespoke rewards both extrinsic and intrinsic

To ensure consistency and promote our relationship policy, all parents/carers will be contacted at least once a week by their keyworker where an overview of their achievements and improvements will be shared.

7.4 Responding to misbehaviour

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

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

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

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

When giving behaviour consequences, staff will also consider what other support is available to a pupil to help them to meet behaviour standards in the future e.g., a Boxall profile, a personalised report card or a referral to our mental health and wellbeing and/or trauma informed lead.

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

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection Time
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be considered when choosing consequences (unless they fall under our non-negotiable policy) and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness. In all cases of low level behaviour we aim to implement a positive engagement approach whereby we focus heavily on positives and self-regulation techniques; high level incidents will need immediate response and pupils will be directed to The Zone to prevent further escalation.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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

As part of our system, all staff are trained by a Team Teach provider and will ensure all training hours and needs are adhered to.

Staff are reminded with respect to Team-Teach that “Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe”. (George Matthews - Director)

7.6 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact Anne Kyle, Kimberley Buck or Jon McKune, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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 (listed in section 3). 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.

that have been conducted on school premises and monitor them for any trends that emerge.

7.7 Off-site misbehaviour

Consequences 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

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether 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

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip). Again, consequences will be issued on a case-by-case basis and with reference to their EHCP.

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher and/or DSL 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 consequences, as long as it does not conflict with police action.

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

7.11 Malicious allegations

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

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

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

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

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

8. Consequences

8.1 Reflection Time/Detention

Any member of staff can issue Reflection Time if they feel necessary following incidents of low-level behaviour

Pupils can be issued with detentions during break or lunch (time must be allowed for pupils to eat) in line with the timetabling of staff if pupil does not attend reflection time. Detentions must be had within 48 hours of the incident occurring.

KS2 staff have flexibility and if they feel will be effective and appropriate can remove pupil's privilege such as Golden Time.

When imposing a detention outside of school hours, the school will consider whether doing so would:

- Compromise the pupil's safety
- Their EHCP and PHP

All reflection time and/or detentions must be logged on Behaviour Watch and monitored by Keyworkers. Contact home must be made each week to discuss issues – ideally on a Friday in line with the positive praise window. Recurring issues must be addressed by subject teacher and where necessary a subject specific report issued by relevant TLR holders.

8.2 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. Staff must use the POAP document to plan and/or deliver appropriate lessons. Any preventative measures will consider the specific circumstances and requirements of the pupil concerned and appropriate CPD or Intervention offered to reduce and/prevent recurring issues and/or incidents.

9.2 Adapting consequences for pupils with SEND

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

- Did the pupil understand the rule or instruction?
- Did the pupil act differently at the time because of their SEND?
- Did the pupil behave aggressively to the consequences due to their SEND?

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

The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence. Our relationship policy is underpinned by a positive and reflective approach which supports the needs of all pupils.

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

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Where necessary, an emergency review of a pupil's EHCP may be called and/or an referral made to relevant external bodies.

10. Supporting pupils following a consequence

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

This might include:

- Frequent 'drop ins' with Keyworker
- Engagement with our RJ system
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The proper use of restraint in line with their Team Teach qualification.
- Continuous training with the use of and application of the POAP profile
- How SEND and mental health needs impact behaviour with a focus on trauma-informed practices and cognitive development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including rewards and removal from the classroom
- Attendance, permanent exclusion, and suspension
- RPIs
- 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 Kimberley Buck, SLT in charge of Behaviour and Attitudes.

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

- Per pupil
- At the level of individual members of staff
- With reference to the needs outlined in the pupil's EHCP and POAP profile

- The training needs of staff

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 this.

13.2 Monitoring this policy

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

14. Links with other policies

This relationship policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- SEND policy
- Anti-bullying strategy

The governing board emphasises that violence or threatening behaviour will not be tolerated in any circumstances and that the implementation and application of this policy will be robust and consistent in line with the school expectations and the requirements and context of the pupils' needs.