



Behaviour policy and statement of behaviour principles

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

3. Definitions

Negative behaviours are defined as:

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

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

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting

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

Our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

At Badgerbrook Primary School we are committed to providing a warm, caring and safe environment for all our children so that they can 'learn, achieve and celebrate together' in line with our school vision statement. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a target of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Badgerbrook we follow everyone's welcome and use the no outsiders resources to ensure that everyone is welcomed into our community.

At Badgerbrook Primary School, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

STOP: Start Telling Other people. Make sure you tell an adult at school what is happening.

Tell a member of the School Council and they will pass your concerns onto an adult.

All staff will take your worries seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

Tell yourself that you do not deserve to be bullied and that it is wrong.

Be proud of who you are. It is good to be an individual.

Be assertive, shout "NO" walk confidently away. Go straight to a teacher or a member of staff.

Fighting back may make things worse.

It is best to tell an adult you trust straight away, if possible tell the same adult.

Use the worry box to notify staff if you feel unable to talk to an adult, it is checked daily and worries are taken seriously.

All staff will respond calmly and consistently to all allegations and incidents of bullying at Badgerbrook Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board is responsible for:

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

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

5.2 The Headteacher

The Headteacher is responsible for:

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

5.3 Teachers and colleagues

Colleagues are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

The school adopted a set of whole school rules, which all of the children in school know and it is expected that they adhere to;

Be kind

Be respectful

Be safe

Expectations for behaviour in school are clear and discussed with the children at the beginning of every term. These expectations are continuously referred to.

At Badgerbrook PHSE schemes of work, such as the PSHE Association and No Outsiders are used throughout the school to teach about positive behaviours towards others. These programmes promote respect for one another's views and feelings and give children opportunities to discuss problems and issues as they arise. We expect that everyone will:

- Attend school regularly
- Be punctual
- Always try their best
- In class, make it possible for all pupils to learn
- Be kind to others
- Look after school property
- Keep the school clean and tidy
- Move safely and quietly around the school
- Speak and listen at the appropriate times
- Tell a member of staff if there is a problem
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

All phones are to be handed in to the class teacher and locked away at the start of the school day and returned at the end of the day. When phones are returned at the end of the school day, pupils are not permitted to turn them on until they have left the school premises.

If a pupil uses their mobile phone in school, they will be given a warning, and parents will be contacted. In the event of the phone being used after a warning, it will be confiscated, and we will ask parents to come in to collect it from school, the pupil will then no longer be allowed to bring in a mobile phone.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour systems, expectations or their own classroom rules
- › Treat all pupils fairly and with respect
- › Model positive behaviour at all times
- › Provide a personalised approach to the specific behavioural needs of particular pupils
- › Work in partnership with parents to support pupils to develop positive behaviour and celebrate pupils' efforts and achievements
- › Record behaviour incidents on internal systems
- › Develop a positive relationship with pupils, which may include:
 - › Greet pupils in the morning/at the start of lessons
 - › Establish clear routines
 - › Communicate expectations of behaviour in ways other than verbally
 - › Highlight and promote good behaviour
 - › Establish consistent end of day/lesson routines to allow the next day to begin positively.
- › Plan for dealing with low-level disruption
- › Use positive language to support reflection

We use a 'Good to be Green' system; each classroom has the system displayed on the wall. This system is used to reward positive attitudes to learning, perseverance and making a positive contribution to the class and school. In addition, it is used to modify behaviours that disrupt the learning of other pupils.

The 'Good to be Green' system is to be used during learning time (lessons, assemblies and transition times) and during break-time.

EYFS/KS1



KS2



7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

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:

Verbal Praise

- We believe that verbal praise, smiles and encouragement are important factors in creating positive atmospheres which will promote good behaviour.

Silver Stickers

- These are given to reward children for positive learning behaviours and attitudes and/or following the school rules.
- Children who have received a silver card on a day will receive a silver sticker at the end of the day and 5 dojos.

Gold Stickers

- These are given to reward children for excellent behaviour and/or going above and beyond.
- Children who have received a gold card on a day will receive a gold sticker at the end of the day and 10 dojos.

The Badgerbrook Award

- Each week children throughout the school are nominated by their class teacher for a Badgerbrook award. This is to celebrate their own personal achievements that week linked to the Badgerbrook core values. Two children from each class will be invited to have a treat with the senior leadership team at the end of the week.

7.4 Responding to negative behaviours

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

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

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

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

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

The main aim is to stay on green. This diagram explains how the stages of the behaviour system work.

Rewards / Consequences	
Gold	For pupils who continue to display positive learning behaviours and attitudes which are above and beyond the expected levels, they will be moved to Gold. At the end of the day pupils on gold will receive a sticker and 10 dojos at the end of the day for recognition of their positive behaviour and attitudes. If they get two or more golds in a week, they will get a certificate in assembly on Friday.
Silver	For pupils who display positive learning behaviours and attitudes and follow the school rules, they will be moved to silver. At the end of the day pupils on silver will receive a silver sticker and 5 dojos for recognition of their positive behaviour and attitudes.
Step 1	All pupils start the day and after each session on green. The pupil is given a verbal warning if making the wrong choices. The ownership is given to the pupil to make the correct choice on how to behave.
Step 2	The pupil is given a yellow 'Warning' if they persist in the same behaviour.
Step 3	If a pupil continues to display unacceptable behaviour despite being given opportunities to improve, they will be given a red 'Consequence' card (KS1) or moved to red (KS2). For pupils in Year 1 – 6 they will spend time in their partner class (Appendix B) to reflect. For Key Stage 1 this is for 5 minutes and for Key Stage 2 this is for 10 minutes, during this time pupils will complete a reflection sheet (Appendix E). After their reflection time, the pupil will return to their class and engage in a restorative conversation in line with school rules. EYFS pupils will be asked to sit on the stop and think cushion for 5 minutes. During this time a member of staff will show visuals to the child as to why they might be having stop and think time. A restorative conversation will be had, and the child will be reminded of positive school behaviours. They will then miss 10 minutes of social time and think about what choice they should make next time. If the incident is in the afternoon the child will miss 10 minutes of social time the following day.
Step 4 <i>Persistent or severe behaviour</i>	If the child shows persistent or severe behaviour they will be sent to see a member of SLT and if necessary, their parents will be informed.

(see Appendix C)	
Even if the child has received a yellow Warning or red Consequence card they still go back to green at the next session. Every child has a new positive start. If a behaviour is sanctioned in the afternoon, the child will have the consequence at social time the following day, but they will still start a new day on green.	

Discriminatory behaviours

One of our school aims is have 'No Outsiders'. We believe that it is essential for our pupils to feel safe at school and therefore we teach pupils to value and respect all individuals.

Pupils who have experienced any discriminatory behaviour towards them will be listened to and fully supported in order to ensure the issues are fully dealt with. We have clear consequences when pupils do not follow our school expectations, therefore if a pupil uses abusive or discriminatory language and violence we will follow our Staged Discriminatory Behaviour system:

Stage 1 – Staged system explained, 15-minute reflection during social time, parents informed. 'Accept, Respect and Value differences' intervention with the Behaviour Mentor.

Stage 2 – Internal seclusion, parents called in for a meeting. A 6 week 'Accept, Respect and Value differences' intervention with the Behaviour Mentor.

Stage 3 – Fixed term suspension. Pupil receives targets and is monitored by the Behaviour Mentor.

Lunchtimes

	Behaviour	Rewards/Consequences
	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Praise (verbal & non-verbal) • Stickers
Warning/Reminders	<ul style="list-style-type: none"> • Noisy and inappropriate moving around the school • Playing in the toilets • Interference with people's property in the cloakroom/lockers • Dropping litter • Running around school • Screaming and shouting inappropriately 	<ul style="list-style-type: none"> • Verbal warning/reminder • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
5 minutes in reflection in quiet room	<ul style="list-style-type: none"> • Inappropriate behaviour in the toilets • Disrespect to adults around school • Deliberately misusing equipment • Deliberately seeking confrontation • Minor aggression 	<ul style="list-style-type: none"> • 5 minutes of lunchtime spent reflecting on the consequences of the incident in question. • Completing a reflection sheet • Recorded on CPOMS with a reason. • Class teacher informed.

	<ul style="list-style-type: none"> • Intentionally hitting other children (unless persistent) • Rough / deliberate hurting of another's person or property 	
10 minutes in quiet room	<ul style="list-style-type: none"> • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult • Graffiti 	<ul style="list-style-type: none"> • 10 minutes of lunchtime spent reflecting on the consequences of the incident in question. • Class teacher called to speak with the child. • Recorded on CPOMS with a reason. • Parents informed. • Completing a reflection sheet.
15 minutes in quiet room	<ul style="list-style-type: none"> • Verbal abuse including sexism and racism • Persistent bullying • Physical abuse to adults • Physical abuse to adults • Physical abuse to pupils • Sexual gestures or behaviour • Using equipment as a weapon • Any extremely dangerous or threatening behaviour 	<ul style="list-style-type: none"> • 15 of lunchtime spent reflecting on the consequences of the incident in question. • Behaviour Mentor/SLT called to speak with the child. • Recorded on CPOMS with a reason. • Parents contacted. • Potential structured lunchtimes • Potential lunchtime suspensions. • SLT determine follow-up as appropriate.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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

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

7.6 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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:

- Drawers
- 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 CPOMS.

Informing parents

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

- 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.

7.7 Off-site negative behaviours

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

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

8. Suspension and permanent exclusions

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

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Personalised Approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator and/or behaviour mentor.

Behaviour Plans are created for children who struggle to make the right choices at school. These plans are used as a guide for adults in the school to identify triggers for negative behaviour choices; descriptions of the escalation of children's behaviours to avoid crisis; and the key adults to be called should crisis behaviours be displayed at school. These plans also identify key information, motivators that can be utilised for rewards and intervention strategies that the school are utilising to support the child in their time at school. These documents are created through a collaboration of key adults at the school including SLT, the parents, class teacher and support staff involved with the children on a day-to-day basis, and the Behaviour Mentor.

[Appendix E](#) shows an example of a behaviour plan. These plans are reviewed and updated regularly and stored centrally and uploaded to CPOMs.

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

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

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

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

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

[Special educational needs and disability | Leicestershire County Council Professional Services Portal](#)

10. Supporting pupils following a sanction

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

This could include measures like:

- › Restorative conversation
- › Reintegration meetings
- › Regular contact with the pastoral lead
- › A personalised behaviour plan with specific goals and rewards

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

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

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the senior leadership team.

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

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

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

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies;

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

Appendix 1: written statement of behaviour principles

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

Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the Advisory Board annually.

Appendix 2: Partner classes

Partner classes for reflection	
1	2
1	2
3	4
3	4
5	6
5	6

Appendix 3: Example of rewards/consequences

	Behaviour	Rewards/Consequences
Step 1	Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Good to be Green cards • Praise (verbal & non-verbal) • Stickers • Certificates • Showing work to SLT or other adults in the school
Step 2	<ul style="list-style-type: none"> • Talking to others whilst others are sharing ideas • Calling out • Bringing inappropriate equipment into school • Lack of respect/attention to others and school property • Wandering around unnecessarily during the lesson • Interfering with others and/or work • Telling tales about others • Delaying being on task • Coming into class inappropriately • Taking things without permission • Throwing/flicking items • Shouting/singing inappropriately • Deliberately annoying others • Not finishing work, despite support and encouragement • Disrespect to adults • Answering back 	<ul style="list-style-type: none"> • Verbal warning • Confiscating offending items • Reminded of expectations • Change of seats if needed • Reinforce appropriate behaviour 'Well done for making the right choices' etc.
Step 3	<ul style="list-style-type: none"> • Persistent display of step 2 behaviours 	<ul style="list-style-type: none"> • Given a red 'Consequence' card. • Spend time in partner class. • Miss 10 minutes of social time and think about what choice they should make next time. • Call for Behaviour Mentor if required.

		<ul style="list-style-type: none"> • Member of staff dealing with incident completes behaviour log and puts incident on CPOMS.
Step 4	<p>Persistent yellow behaviour and children will receive a red card for:</p> <ul style="list-style-type: none"> • Verbal abuse including racism & sexism • Homophobic language • Biting • Fighting • Persistent physical behaviours • Hurting another pupil/staff member • Swearing at an adult or pupil • Physical abuse to adults • Sexual gestures or behaviour • Using equipment as a weapon • Leaving the classroom without permission • Any extremely dangerous or threatening behaviour • Climbing on school furniture • Damage to school property • Refusing to follow instructions and non-compliance 	<ul style="list-style-type: none"> • Receives a red 'Consequence' card • Miss 10 minutes of lunchtime (if AM) or 10 minutes of break the following day (if PM) • Member of staff dealing with incident completes behaviour log and puts incident on CPOMS. • Escalate to Phase Leader. • Involvement of SLT. • Parents will be informed and the class teacher / phase leader may suggest a meeting to discuss and put together next steps and strategies to support positive outcomes. • Possible short, fixed term internal or external suspension

*NB: this is not a complete list and there may be other incidents that are not covered here. However, we must ensure that we are consistent between staff and classes **at all times**.*

Appendix 4: Reflection sheets

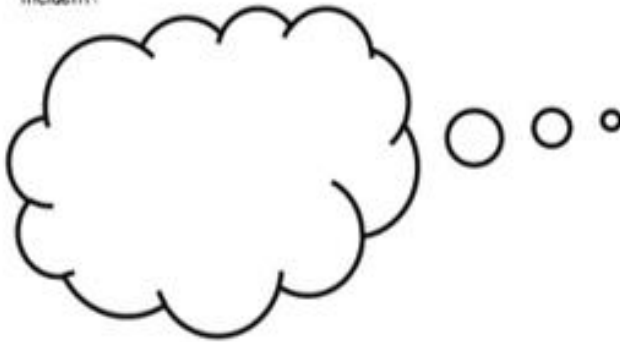
1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



3. What have your thoughts been since the incident?



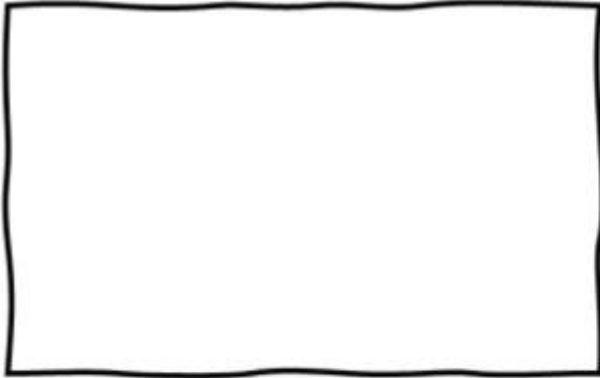
4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?




1. What happened?



2. What were you thinking about at the time?
How did it make you feel?



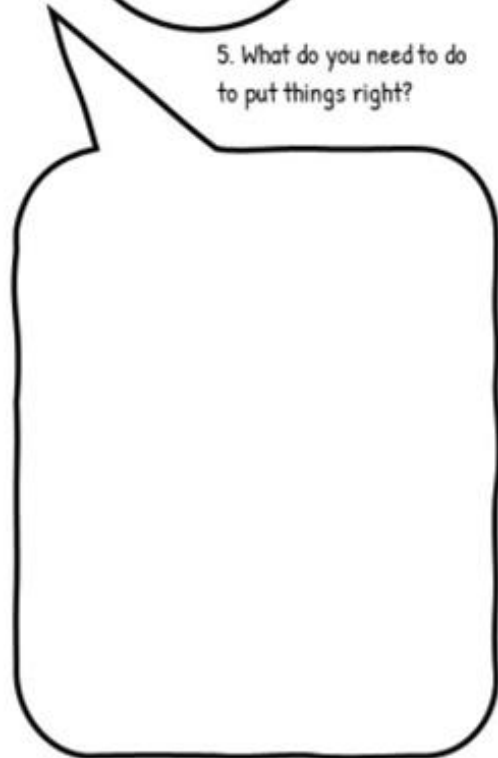
3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.



5. What do you need to do to put things right?



Appendix 5: Example Behaviour Plan

Summarised Behaviour Plan			
Name: *****	Class:	Date of Plan:	Review Date:
<p>Background: ***** is keen to please adults but he is finding it difficult to respond appropriately to the expectations in the classroom and this is now impacting on his own learning and that of others. His behaviours are reaching crisis point on a more regular basis resulting in him hurting staff. High levels of supervision are needed to support ***** in making good choices.</p>			
<p>Identified triggers include:</p> <ul style="list-style-type: none"> • Feeling hungry • Unstructured activities – both social times and during transition in class and around school • Assembly • Sitting in a carpet space for periods longer than 5 minutes • Constructive criticism or any form of challenge. • Something happening at home • Incident during break/lunchtime 	<p>Escalating behaviours can look like:</p> <ul style="list-style-type: none"> • Shouting out at inappropriate times • Talking whilst adults are talking 	<p>Crisis Behaviours can look like:</p> <ul style="list-style-type: none"> • Tearful • Anger • Pushing chairs and tables • 	
<p>Identified Motivators:</p> <ul style="list-style-type: none"> • Ipad/Computers • Moving up the behaviour ladder • Basketball/football 	<p>Interventions:</p> <ul style="list-style-type: none"> • Meet and greet everyday with ***** • Social and Emotional group • Time with Mr ***** <p>(All times/staffing to be confirmed when timetables are complete)</p>		
<p>Key information:</p> <ul style="list-style-type: none"> • During Meet and Greet ** completes the same morning activity as the class however this is completed on the blue table outside the classroom so problems can be discussed and breakfast can be given if needed. • ***** has milk (if wanted) and a snack in the reflection area before he goes out for break. • For extended pieces for writing ** can use the computer but make sure auto correct is taken off so teachers can monitor his ability (this is very mood dependant). • If ***** walks out of class without an adult's instruction or he hasn't told an adult where he is going then this will be an instant red. • On a Wednesday and Thursday afternoon ** will spend time with Mr H helping with EYFS and Year 1 PE. 			
<p>If ***** is escalating his <u>behaviour</u> please fetch one of his key adults: ***** , ***** , and ***** =</p> <p>Ways to speak to ***** when he is escalating his behaviour:</p> <ol style="list-style-type: none"> 1) Clear instructions 2) Repeat 3) I am going to count up to 5, if you haven't made the right choice you will move down 			