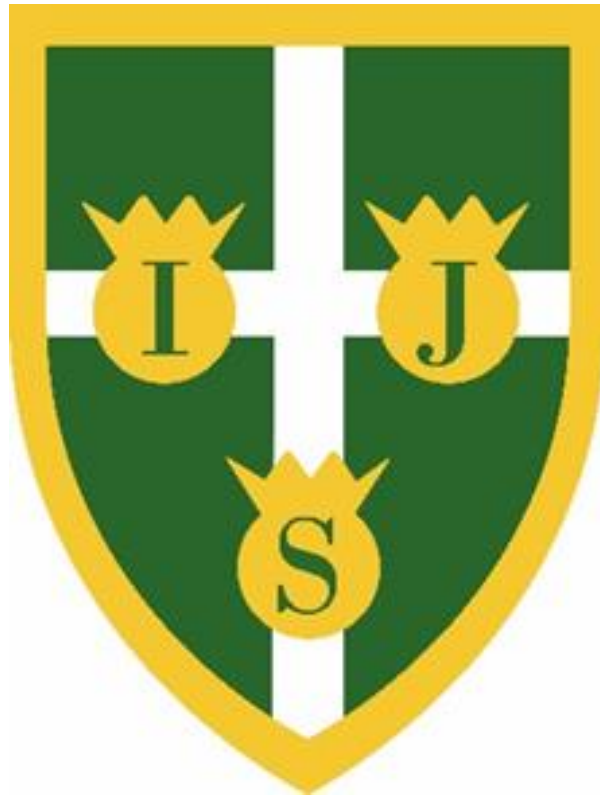


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Ingrave Johnstone Church of England Primary School



Behaviour and Discipline Policy

Agreed by Governors: Autumn 2024

Review Date: Autumn 2025

INGRAVE JOHNSTONE C OF E PRIMARY SCHOOL

BEHAVIOUR AND DISCIPLINE POLICY

Introduction

Our policy is designed to promote good behaviour and deter inappropriate behaviour, including all forms of bullying.

It is publicised to school staff, pupils and parents through the school website and a paper copy is also always available in the School Office.

Under the Education and Inspections Act 2006, the governing body is legally required to consult with the Head Teacher, staff, parents and pupils on the principles of the Behaviour Policy.

Governing bodies must also have regard to the health and welfare of staff, and the duty of care which they have for this. This Behaviour and Discipline Policy and the principles which underpin it take appropriate account of staff health and welfare; they are reviewed every year.

Aims

Our policy aims to promote good behaviour, self-discipline and respect, to establish a positive school ethos and promote effective learning by establishing:

- Clearly stated expectations of what constitutes acceptable behaviour
- Effective behaviour management strategies
- Processes which recognise, teach, reward and celebrate positive behaviour
- Processes, rules and sanctions to deal with poor conduct

We are a Church School and our aims are based upon our Christian Vision of 'We can do everything together, loving and learning through God' and our seven core values of Initiate, Nurture, Grow, Resilience, Achieve, Value and Enjoy.

We always encourage a calm, caring and purposeful atmosphere within the School:

- To foster positive attitudes where achievements at all levels are acknowledged and valued
- To give children the strategies for resolving conflict successfully without using violence
- To help maintain high self-esteem and be confident without being boastful or arrogant
- To reduce, if not eliminate bullying, and other forms of inappropriate behaviour
- To increase co-operation and trust between everyone involved and develop a community with openness and honesty
- To display the same high standards of politeness to school visitors and members of our local community as we afford to members of our school
- To help pupils, staff and parents have a sense of direction and feeling of common purpose
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.
- Our Behaviour Policy is to be implemented by teachers, governors, teaching assistants, office staff, mid-day assistants, site-manager and cleaning staff, invoking procedures and basic approaches consistently.

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- The essence of our approach to behaviour management will be one of developing pupil self-esteem and a positive approach to managing pupil behaviour. Our rewards for appropriate behaviour both public and private, develop pupil responsibility and independence and encourage pupils to make the right choices.
- Inappropriate behaviour displayed by pupils will be disassociated from the pupil itself. "I like you but I don't like your behaviour."

Our school reflects the values of the Essex Approach to understanding behaviour and supporting emotional wellbeing known as Trauma Perceptive Practice (TPP):

- Compassion and Kindness
- Hope
- Connection and Belonging

We endeavour to make sure that at our school, these values run through all the school policies and practice. We have adopted and use the relational behaviour model which is the approach from Trauma Perceptive Practice (TPP). The following table explains how it is applied:

Behaviour is	something to interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	only used within a process of restore and repair
'Inappropriate' behaviour is	a sign of unmet need, stress (difficulty in coping), lack of understanding and skills
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need
Practice and policy effectiveness is measured by	wellbeing and the capacity to adapt and make reasonable adjustments to meet the need

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 head teachers and school staff, 2016
- Behaviour in schools: advice for head teachers 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 - 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

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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
- DfE guidance explaining that maintained schools must publish their Behaviour Policy online

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual 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
- Vandalism
- Theft
- Fighting
- Smoking
- 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

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- 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)

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-**Several Times On Purpose**
- Difficult to defend against

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

Roles and responsibilities

The governing body

The Governing Body is responsible for:

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

The Head Teacher

The Head Teacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 Child Protection 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

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 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
- Challenging pupils to meet the school's expectations

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

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

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- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's Golden 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-year arrivals.

School behaviour curriculum

At Ingrave Johnstone, our pupils are expected to:

- Behave in an orderly and self-controlled way, in line with the school's Christian Vision, our School Values and Golden Rules
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move sensibly and respectfully around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- 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.

Mobile phones

Children in Year 5 and 6 who walk to school are allowed to bring mobile phones into school. Parents have to give formal consent to this via a permission letter available from the school office. Pupils are not

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allowed to use their phones once on-site and upon entering the building, all phones must be handed to a member of teaching staff, who will securely lock the phones away during the day. Phones will be returned to pupils at home time. Any pupils found with a mobile phone during the school day will have it confiscated and it will be returned to the parent at the end of the school day by the class teaching staff.

Responding to behaviour

Classroom management

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

They will:

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

Safeguarding

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

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

Where this may be the case, we will follow our Child Protection 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 Policy for more information.

Responding to good behaviour

How we encourage good pupil behaviour

At the beginning of the school year, each class will draw up a set of negotiated, positively phrased class rules (max of 5), which will be discussed, shared and agreed by all class members.

Our Reward System

- Each day is a fresh start as the expectation in our school is that all pupils will behave appropriately.
- Year R, 1, and 2 will display a sun, cloud and thundercloud in their classroom with the children's names pegged onto the sun initially.
- Year 3, 4, 5 and 6 will display traffic lights with the children's names pegged onto the green initially.
- All children start a new day on the sun or the green symbol.

Rewards:

Good work, appropriate behaviour and achievement and following the class and Golden Rules may be rewarded in a number of ways:

- Praise and recognition from staff
- Praise and recognition from peers (children nominating others for good work, effort, acts of kindness etc.)
- Written comments in work books
- Reward stickers
- House points
- Class and Head Teacher Award badges and certificates
- Recognition in assemblies
- Recognition/comments to parents
- Being given roles of responsibility such as buddying or being a prefect

Celebration Assembly

Each week the class staff will choose one child for a special award, which is an enamelled Value Badge. These are given out in our Celebration Assembly every Friday for upholding our Christian Vision and School Values in class. One child will be chosen by the Head Teacher to receive their special Value Badge for outstanding behaviour, attitudes to learning or conduct and for upholding the School's Christian Vision and Values. This child will be given a special head teacher badge and certificate in the weekly Celebration Assembly.

At the end of the year, the staff will choose three children from school for individual awards. These will be for academic or creative achievement and improvement in character. We also present a Silver Cup to children who at the end of each year have shown an outstanding commitment and contribution to upholding one of the Core Values of the school. Their names are then inscribed on the Cups, for public display. The Head Teacher presents these awards at the Awards Ceremony at the end of the summer term.

Responding to misbehaviour

How we deal with incidents of inappropriate behaviour

School staff have a statutory power to impose sanctions, however sanctions must be reasonable and proportionate to the circumstances of the case. The Education and Inspections Act 2006 confirms and clarifies the right of the school to impose disciplinary sanctions on a pupil when their conduct falls below the standard which could reasonably be expected of them. Account is taken of the pupil's age, any special educational needs, any disability and any religious requirements affecting the pupil. Sanctions should always be applied consistently and fairly.

The use of sanctions at our school are monitored by age, ethnicity, gender, special educational needs (SEN) and disability to get a picture of whether overall any particular groups of pupils are disproportionately affected. Any patterns revealed which raise concern can then drive amendments to practice and policy. The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Disciplinary sanctions have three main purposes, namely to:

- impress on the perpetrator that what he or she has done is unacceptable;
- deter the pupil from repeating that behaviour;
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

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We believe that sanctions are more likely to promote positive behaviour if pupils see them as fair. The guidelines to our staff when implementing the school's behaviour policy advise them to:

- make clear they are dealing with the behaviour, rather than stigmatising the person;
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour;
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding);
- avoid whole group sanctions that punish the innocent as well as the guilty;
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the pupil stays behind at lunch time to finish it off);
- use sanctions to help the pupil and others to learn from mistakes and recognise how they can improve their behaviour (i.e. a learning outcome);
- when appropriate, use sanctions to put right harm caused;
- never issue a sanction that is humiliating or degrading;
- use sanctions in a calm and controlled manner;
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used);
- link the use of a sanction to the use of choice, so that pupils see the connection between their own behaviour and its impact on themselves and others, and so increasingly take responsibility for their own behaviour.

Sanctions are not used where low-level interventions, such as a non-verbal signal or reminding a pupil of a rule, are all that is needed. We will always praise good behaviour so that pupils are regularly reminded of our school's expectations.

Staff consider when it might be more appropriate to, rather than impose a sanction, encourage pupils to reflect on the harmful effects of their misbehaviour, through individual or group discussions aimed at repairing relationships for example.

Staff also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need. If this is felt to be the case it would be followed up accordingly.

Inappropriate behaviour may occur in a variety of situations; e.g. in a class lesson, moving around the school, in the library, in assembly, on trips, at break and lunchtimes. It may also take many forms; e.g. talking or shouting when not appropriate, fiddling and fidgeting, lack of attention, anti-social behaviour, rudeness, misuse of or damage to school equipment and property, lack of consideration for others, disagreements, etc.

In all cases:

- Children are reminded of the behaviour expected of them
- Incidents are discussed
- Children are encouraged to resolve disagreements
- A warning may be given

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- Sanctions may be applied which are proportionate to the age, religion and SEND requirements of the children

Sanctions

Normal sanctions include:

- Verbal warning/reprimand and reminder of expected behaviour.
- If they continue to choose to behave inappropriately in class they will be moved to the cloud or the amber – this is to give them ‘thinking’ time to rectify their behaviour and earn their way back to the sun or the green. In KS2, if they are on amber at playtime, they will have a 5-minute sanction.
- If they do not rectify their behaviour and continue to misbehave they will move to the thundercloud or the red and receive a 5-minute sanction in KS1 and a 15-minute sanction in KS2 and complete a reflection sheet.
- Any child on the thundercloud or the red by the start of lunch will miss at least the first 5 minutes of lunchtime with their class teacher and complete a reflection sheet with them in KS1, and miss at least 15 minutes of lunchtime in KS2 and complete a reflection sheet.
- Any child on the thundercloud or the red by the end of the day will be sent to the class above for a period of ‘timeout’ (Class 6 will go to the Deputy Head Teacher or Head Teacher).

Copies of any reflection sheets will be kept in the Class Behaviour Log (filed together for each child), so that instances or patterns of behaviour can be logged and monitored.

Where there is repeated or persistent misbehaviour, staff will apply the following sanctions:

- Any child who is persistently on the thundercloud or red, their parents will be told.
- Withdrawal of privileges, e.g. playtime or lunchtime detention, football, being a buddy or playleader
- Loss of teacher – led extracurricular activities
- Isolation from friendship/working group
- Verbal apology
- Written apology
- Sent to another member of staff
- Repairing any damage caused, e.g. cleaning tables that have been marked
- Having ‘time-out’ at playtime or lunchtime
- Repeating or completing work at playtimes
- Informal contact with parents
- Sent to a senior member of staff
- Non-participation on a class trip

Any instances of serious behaviour will be recorded in the Class Behaviour Log-copies of any Behaviour Logs will be passed up to the next child’s teacher.

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If a child misbehaves at a club run by an outside provider, the school may also deal with this.

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 (see appendix 3 for a behaviour log)

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

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 the 'Definitions' section) 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 Head Teacher, or by the Head Teacher themselves.

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head Teacher, 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 the 'Definitions' section, 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
- 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 the 'Definitions' section) 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.

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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 the 'Definitions' section
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in the 'Definitions' section), 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 the 'Definitions' section). A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Off-site misbehaviour

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

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

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

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

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- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Head Teacher will make the report.

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

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

Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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Please refer to our Child Protection and Child on Child Abuse Policies for more information.

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 Policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by the Head Teacher and/ or the Deputy Head Teacher, and will be removed for a maximum of one day.

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

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

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

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

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- Use of teaching assistants to support their learning and behaviour
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

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 Head Teacher and only as a last resort.

Please refer to the Suspension and Permanent Exclusions Guidance, available on the school's website, for more information.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

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

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

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

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- Use of Trauma Perceptive Practice (TPP) approaches and Zones of Regulation to respond appropriately to and support SEND pupils

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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

Supporting pupils following a serious 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:
 - Reintegration meetings
 - Daily contact with the Deputy Head Teacher/Head Teacher
 - A report card with personalised behaviour goals
 - Use of a Consistent Management Plan

Pupil transition

Inducting incoming pupils

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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.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils meet with their new teacher(s) at the end of the summer term. In addition, staff members hold handover meetings in the summer term to share important information regarding pupils and their needs.

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 e.g. Behaviour Logs.

Training

As part of their induction process, our staff are provided with information and guidance on:

- The school's behaviour policy and approach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The school's use of Trauma Perceptive Practice and the Zones of Regulation

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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 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 year by the Head Teacher.

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.

Monitoring this policy

This behaviour policy will be reviewed by the Head Teacher and the Governing Body at least annually and then approved, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Body annually.

Links with other policies

This behaviour policy is linked to the following policies:

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- Suspensions and Permanent Exclusions Guidance
- Child Protection Policy
- Use of Reasonable Force Policy
- Anti-bullying Policy
- Harmful Sexual Behaviour Policy

Appendix 1: Written statement of behaviour principles

PUPILS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy, with all pupils involved in the consultation process. • To be taught in environments that are safe, conducive to learning and free from disruption. • To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. • To appeal to the Head Teacher and beyond that to the Governors, if they believe the school has exercised its disciplinary authority unreasonably. 	<p>To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way.</p> <p>To work to the best of their abilities, and allow others to do the same.</p> <ul style="list-style-type: none"> • To act as positive ambassadors for the school when off school premises. • Not to bring inappropriate or unlawful items to school. • To show respect to school staff, fellow pupils, school property and the school environment. • To walk quietly and calmly in and around our school • To never denigrate, harm or bully other pupils or staff. • To cooperate with and abide by any arrangements put in place to support their behaviour such as Pastoral Support Programmes and/or other programmes of support advised by external agencies.
SCHOOL	
Rights	Responsibilities

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<ul style="list-style-type: none"> • To make clear the school's statutory power to discipline pupils and that pupils and parents need to respect this. The power applies to all paid staff with responsibility for pupils. • Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits. • Teachers can confiscate pupils' property. • Teachers have a power to impose detention outside school hours. • To enforce our school behaviour policy – including rules and disciplinary measures. • To expect pupils and parents' cooperation in maintaining an orderly climate for learning. • To expect pupils to respect the rights of other pupils and adults in the school. • Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution. • To take firm action against pupils who harass or denigrate teachers or other school staff, on or off premises – engaging external support services, including the police, as appropriate. 	<ul style="list-style-type: none"> • To ensure the whole school community is consulted about the principles of the school behaviour policy. • To establish and communicate clearly measures to ensure good order, respect and discipline. • To ensure the school behaviour policy does not discriminate against any pupil on e.g. grounds of race, gender, disability or sexual orientation and that it promotes good relations between different communities. To treat children fairly and with respect. • To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload and workforce remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers. • To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies. • To support, praise and as appropriate reward pupils' good behaviour. • To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEND and the needs of vulnerable children and offering support as appropriate. • To make alternative provision from day 6 for fixed period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed period exclusion. • To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of

	<p>bullying and dealing effectively with reports and complaints about bullying.</p> <ul style="list-style-type: none"> • To ensure staff model good behaviour and never denigrate pupils or colleagues. • To promote positive behaviour through active development of pupils' social, emotional and behavioural skills. • To keep parents informed of their child's behaviour – good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities. • To work with other agencies to promote community cohesion and safety.
PARENTS	
Rights	Responsibilities
<ul style="list-style-type: none"> • To contribute to the development of the school behaviour policy. • To be kept informed about their child's progress, including issues relating to their behaviour. • To expect their children to be safe, secure and respected in school. • To have any complaint they make about their child being bullied taken seriously by the school and investigated / resolved as necessary. • To receive information about the behaviour and well-being of their child and any actions the school has taken, but not information relating in any way to other children. • To appeal to the head teacher and beyond that to the governors, if they believe the school has exercised its disciplinary authority unreasonably; any complaints being made to follow the school's Complaints Policy. • To appeal against a decision to exclude their child, first to the governing body of 	<ul style="list-style-type: none"> • To be aware of and respect the school's behaviour policy and the disciplinary authority of school staff. • To make children aware of appropriate behaviour in all situations. • To help ensure that their child follows reasonable instructions by school staff and adheres to school rules. • To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn. • To show an interest in all that their child does at school. • To ensure school staff are aware of any SEND-related or other personal factors which may result in their child displaying behaviours outside the norm. <p>To be prepared to work with the school to support their child's positive behaviour.</p> <ul style="list-style-type: none"> • To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.

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the school and then – in cases of permanent exclusion – to an independent appeal panel.

- To adhere to the terms of any Parenting Contract or Order relating to their child's behaviour.
- If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period exclusion.