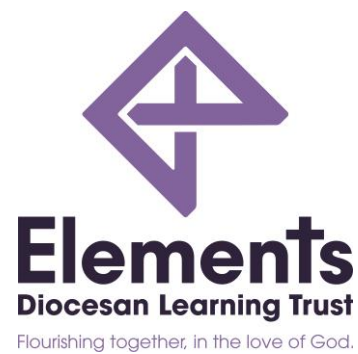


Behaviour policy and statement of behaviour principles

Jesson's CE (VA) Primary School



Approved by:	Chair of Governors	Date: 21.10.24
Last reviewed on:	August 2024	
Next review due by:	August 2025	

Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	4
4. Bullying	6
5. Roles and responsibilities	9
6. School behaviour curriculum	11
7. Mobile phones	11
8. Responding to behaviour.....	12
9. Serious sanctions	20
10. Responding to misbehaviour from pupils with SEND	21
11. Supporting pupils following a sanction	22
12. Pupil transition	22
13. Training	22
14. Monitoring arrangements.....	22
15. Links with other policies.....	23
Appendix 1: written statement of behaviour principles	24
Appendix 2 the Role of the Assistant and Deputy Head Teachers	25
Appendix 3-The role of the Headteacher	26
Appendix 4 –Internal Support.....	27
Appendix 5 –Discipline Referral Route.....	28
Appendix 6 - Penalty Notices	29

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- 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 in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

3. Definitions

Aims

This policy aims to: -

- Ensure that the behaviour of pupils at Jesson's CE Primary School is exemplary and outstanding.
- To summarise roles and responsibilities of different people in school regarding behaviour and bullying.
- To define how pupils are expected to behave and what unacceptable behaviour is - including bullying.

AUDIENCE – This policy is to be used by all members of staff, pupils, and parents. It has been written in consultation with staff, parents, and the School Council.

Christian Ethos

At Jesson's C.E. Primary School we uphold and nurture our Christian ethos by encouraging the values of friendship, thankfulness, forgiveness, and trust. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves. We will create a safe, healthy, and happy school community in which children and adults are respected and valued.

AIMS:

"BE THE BEST YOU CAN BE"

Our fundamental aim is to provide the best possible education for all our pupils. It is our aim to provide a creative and stimulating curriculum through which children develop to their full potential and are inspired with a love of learning.

Through a well-balanced and challenging curriculum, we aim to develop each child to his or her full academic, physical, aesthetic, social, moral and spiritual potential. This school believes all pupils can behave if they wish to do so and that few pupils who have specific needs might need more help to do so. In our school we have high expectations and set high standards, not just in the work the children do, but also in developing good attitudes and good behaviour. Emphasis is placed on happy relationships and mutual respect. Pupils are encouraged to take pride in their school and their work, to show independence and set high standards for themselves in everything they do.

EQUAL OPPORTUNITIES

At Jesson's C.E. Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality, or disability.

This policy is in place to ensure that:

- children have the right to learn, and teachers must be enabled to teach them
- whole school rules are followed.

Our expectations of conduct:

As a Church school, we promote positive Christian values. We do not expect values to be simply acquired, we believe in actively teaching and encouraging them. These **positive values** include:

- telling the truth
- keeping promises
- respecting the rights and property of others
- acting considerately towards others
- helping those less fortunate and weaker than ourselves
- taking personal responsibility for one's actions
- self-discipline

EXPECTED BEHAVIOUR FROM ALL:

- show respect and demonstrate good manners to everyone at all times
- move calmly in and around our school, following school procedures for lining up, moving round school, assembly times, lunchtimes etc.
- listen to others
- work hard and try your best
- take care of our school and all the things in it

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Behaviour that disrupts the flow of a lesson e.g. interrupting inappropriately, or disturbing other pupils from learning
- Intentionally disrespecting other people's feelings, making them feel sad or unhappy e.g. name calling, unkind comments and particularly unkind comments about protected characteristics
- Not behaving with due care and attention to other people's feelings or physical welfare
- Bringing the school into disrepute re "Behaviour Beyond the Gates"
- Not following the school's Classroom Rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Refusal to follow the reasonable instruction of an adult in school
- Any form of bullying (see appendix 6)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Deliberate physical assault on another child or a member of staff
- Swearing
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Racist, sexist, homophobic or discriminatory behaviour regarding "protected characteristics"
- Possession of any prohibited items. Such as:
 - Knives or weapons
 - Alcohol / illegal drugs / Aerosols
 - Stolen items
 - Tobacco, vaping equipment and cigarette papers
 - Pornographic images
 - Cigarette lighters and matches
 - Fireworks or explosive / readily combustible materials
- Any form of bullying (see section 4)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Although many things are described above as “not bullying”, this does not mean that they are unimportant. Many are poor behaviour and these need to be addressed. Knowing the difference between the two takes judgement and time to listen to all parties. Other related issues are described below.

This is a description of the categorisation of incidents, what to do if you suspect an incident and will shape what action to take as a parent / carer. N.B. all categories can include online incidents.

Level	Concern	What to do?
Level 1 <i>Friendship arguments.</i>	Friends occasionally falling out and squabbling over relatively minor issues. This may be competitiveness or one-upmanship. This may be two sided, but with one pupil or group of pupils who come out on top leaving the other feel temporarily vulnerable. Innocent name calling out of ignorance or wrong terminology	Allow the pupils to work this out themselves, if unsuccessful contact the class teacher and s/he will mediate with the pupils, pointing out about how easily feelings are hurt and give them a way forward. Teachers will use their judgment about how to deal with this. If this is not solved, contact the class teacher again. Possibly use peer support or mediation.
Intervention strategies at our disposal Mediating in disputes and finding common ground. Educating pupils about incorrect terminology. Helping pupils to realise the upset that they have caused. Repatriation of friendship either straight away or after a cooling off period. Assertiveness with overly dominant pupils about future expectations of behaviour. As this can be a day-to-day matter reports to parents will not be necessary unless specifically requested or it is timely.		

Level	Concern	What to do?
Level 2 <i>Group dynamics</i> <i>Hurtful isolated incidents.</i>	More long-term arguments, or one / two pupils feeling left out and without friends. Strong in- group identity among the friendship network. Possibly some spitefulness – not wanting to play with an individual, minor intentional name calling etc. Feelings of isolation and vulnerability. An individual who has uncharacteristically lost their temper and hurt someone in some way.	Contact the class teacher who will discuss it with Phase Leader Co-ordinator and other Key Stage Colleagues, so everyone can keep a look out for a vulnerable pupil. A team approach to solving the issue in the same way as the above. If this is not solved, contact the class teacher again. If not resolved contact the Phase Leader directly.
Intervention strategies at our disposal Discussion and mediation as above. Reminder that this has happened before. Sanction if there is a deliberate attempt to upset another pupil or lack of response to verbal intervention above or loss of temper. Group intervention and repatriation. Therapeutic intervention if this may escalate to the next stage. Parents contacted at the discretion of the staff.		
Level 3 <i>Bullying</i>	As above, but with a more repetitive, vindictive, long term or deliberately targeting by an individual or group against a victim. Feelings of isolation and vulnerability and potential for long term psychological or self-image problems.	Contact Phase Leader who will find out what has happened, the reasons why and support the victim and the bully (who are often a victim as well).
Intervention strategies at our disposal If earlier strategies have not worked, sanction with a high level of explanation and assertiveness. Assessment of motives and detailed analysis of the causes of this behaviour. Therapeutic intervention. Adult support for the victim which can be someone to talk to or a quick access method to a member of teaching staff if they feel vulnerable. Building the assertiveness and sociability of the victim. Referral to specialist services if the self-image is worrying. Parental involvement of the victim(s) and perpetrator(s).		
Level 4 <i>Aggravated bullying.</i>	An incident or string of incidents of low-level violence intimidation or racist aggravation e.g. a hit or kick that does not leave a mark possibly part of a game or rough play, deliberately aimed racist comment designed to cause hurt or upset.	Referral to Phase Leader who investigate and deal with it but may refer to Headteacher or Deputy who may deal with personally depending on seriousness. Disciplinary measures as above depending on whether it is a first offence or not.
Intervention strategies at our disposal Sanction. Parental involvement.		
Level 5 <i>Assault or harassment.</i>	A more serious deliberate assault which leaves a mark, or a series of minor assaults or comments that are targeted against an individual. Persistent or serious harassment or racist behaviour. Pack mentality or group behaviour leaving an individual feeling isolated and alone.	Headteacher or Deputy Headteacher is the first contact.
Intervention strategies at our disposal Parental involvement. More serious sanction. Groups disbanded or separated. If we believe this to be an area that will spill out of school and become an issue in the neighbourhood / we cannot control, potential involvement if police if the pupil is over 10 years of age.		
Level 6 <i>Serious assault.</i>	Intentional very serious individual assault causing serious injury necessitating first aid or hospitalisation. Deliberately targeted persistent abuse for whatever motive.	Headteacher or Deputy Headteacher is the first contact. As above.
Intervention strategies at our disposal Serious sanction. Police involvement as above. See sanctions section.		

The school response to bullying depends on the perpetrator(s) and the victim(s) intent, personality and what kind of intervention they respond to. We do not graduate punishments and keep a range of options open to us for use.

Communication with the School regarding behaviour or bullying

- You may contact us verbally, in writing or by email. We do not restrict the methods of communication.
- N.B. The process of letting us know that your child is having difficulties is NOT a complaint unless you think an adult in school has not acted appropriately. Please follow the separate and distinct complaint policy in these circumstances, possibly in conjunction with other types of communication.

What happens when we know there has been poor behaviour or bullying?

Establishing what happened.

- We take time to talk to all witnesses and people concerned and make informal notes that will later be destroyed when the information has been recorded formally (see below).
- We may ask parental opinion.
- We will try to establish the “back story” i.e. has there been any history in the past or similar incidents, is this a one off or part of a pattern.
- Investigation may require in depth questioning because pupils do not always tell the truth first time. We may therefore need to probe and re-question if necessary.
- Staff will then come to an agreement about what they believe the truth to be.

Establishing what action to take.

- We will decide to which degree who needs to be protected, who is a perpetrator and who is the victim.
- We will decide how one-sided the incident is and whether the victim needs to share any of the blame or encouraged the poor behaviour.
- We will decide on the seriousness of the incident including the categorisation of bullying (see appendix 6). We will then decide how repetitive this poor behaviour is.
- We will decide on the “burden of proof” and ask whether this allows us to take disciplinary action.
- We will decide who needs to know – staff, parents / legal guardians / carers, external agencies.
- We will then decide what action including disciplinary action needs to be taken.
- The school can and will take disciplinary action for breaches of behaviour policy while walking home from school, up to the point where they reach their own home, particularly if they are recognisable in their school uniform. Other behaviour out of school is not the responsibility of the school, but we will co-operate in the best interests of the pupil with other agencies.
- The school will use legal powers of search if deemed proportionate by law. This will be recorded on the incident log and reported to parent carers.
- See also our Physical Intervention Policy where in certain circumstances this is in the best interests of the pupil or other children.

What do we record?

- We will take informal notes at the time of the report or witness account and destroy these after the event to ensure that there are no pieces of paper left lying about.
- We keep an Incident Report on our CPOMS system. This includes check back systems to ensure that the issue has been resolved. If there are further concerns, we also enter wellbeing issues onto an online system.
- We will show parents and legal guardians what we have recorded about their pupil and give them a copy on request unless the pupil may be harmed by doing so. Nothing is secret from those people who need to know. However, we will also keep that information confidential and will not disclose it unlawfully. Where there are child protection issues, we are by law required to share information with social care and other agencies and potentially the police if a criminal act may have taken place. See our Freedom of Information Policy and Data Protection Policy.

5. Roles and responsibilities

5.1 The governing board

The governing 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:

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 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.

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 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.

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

Jesson's CE Primary School believes in three overarching behaviour principles:

Be Ready:

- We arrive at school on time, every time
- We get to lessons on time
- We wear the correct uniform with pride and have the right clothes for PE and playing outdoors
- We make sure we have the right equipment for the day
- We take part fully in lessons and show resilience

Be Respectful:

- We always listen when an adult is talking
- We always listen to pupils in our class giving ideas and feedback
- We are polite and show good manners to everyone. • We respect difference and know we are all equal
- We look after our equipment and share it
- We look after our environment and never drop litter
- We respect the law and the rules of school and society

Be Safe:

- We follow instructions -first time, every time
- We do not tolerate bullying of any kind
- We walk sensibly around our school
- We line up sensibly
- We know who to go to for help and support
- We stay safe online and outside school
- We use equipment safely.

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

7. Mobile phones

- Pupils who walk home alone, and who have been given a note by their parents/carers, are allowed to bring mobile phones with them to school
- All mobile phones must be switched off and handed in to the school office before the start of the school day. They will be stored in a locked cupboard, and collected at the end of the school day
- School will not accept liability for any loss or damage to mobile phones brought onto the premises
- Those children who bring mobile phones to school must not use them on school premises, either before or at the end of the school day

8. Responding to behaviour

8.1 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 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

8.2 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 misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

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

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

8.3 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
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as being entrusted with a particular role in the classroom, school council, monitor
- Whole-class or year group rewards, such as a popular activity
- private praise
- public praise – in class and in assemblies
- extra playtime at discretion of staff
- recording in achievement records
- displays
- stamps
- stickers (class teacher / support staff / Assistant Headteachers / Deputy Head / Headteacher)

8.4 Responding to misbehaviour

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 misbehaviour.

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

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and 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 school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Strategies for minor infringements.

These might normally include:

- a non-verbal signal (*shake of head*)
- name said
- proximity, noticing
- removal from scene of disruption
 - time out in class (*maximum of five minutes, otherwise it ceases to be time out*)
 - time out in another class
- withdrawal of privilege, e.g. loss of one break time/lunch time
- missing playtimes or dinner times to complete poor standards of work through lack of effort
- home school books
- a private verbal rebuke and reminder of acceptable behaviour
- repetition of task if necessary
- Escalation to a more senior member of staff if a verbal reprimand is not being acted upon
- Lunchtime reflective detention where they write an apology or account of what they did wrong / why they shouldn't do it again
- removal from class to an alternative supervised area
- informing and discussing with parents
- behaviour contract.

More serious offences. These must be dealt with in a more formal way:

- send to another member of staff (*see Referral Routes – appendix 4*)
- logging of incidents on CPOMS, where necessary (*staff use discretion*)
- send for senior member of staff
- informing parents – verbal, informal / formal letter
- withdrawal of major privilege
- removal from class for longer period
- discussion with outside agency
- Temporary or fixed period exclusion for repeated or serious breaches of school discipline
- Referral to a Pupil Referral Unit or specialist behaviour setting
- Permanent exclusion in rare and exceptional circumstances as a sanction of last resort

We will use temporary suspension or permanent exclusion as a rare sanction. Exclusion is more likely if a pupil poses a significant risk to staff, pupils or themselves i.e. their behaviour risk cannot be controlled by usual methods. Exclusion is more likely if the pupil's behaviour is being normalised, encouraged or if school efforts are ignored by their parents / carers because these issues are more difficult to resolve by usual disciplinary measures.

Permanent exclusion will indicate that the pupil needs more specialist provision or a "new start".

For one off serious infringements of school policy which pose a danger to others, the Headteacher can decide to permanently exclude a pupil.

Managed moves can be brokered by the Local Authority if a new start is seen as being best for all. The school will not unilaterally decide this and asking a family to "move on" without this being properly co-ordinated indicates that a school is not following its responsibilities.

N.B. If we feel as though a pupil is a danger to themselves or others, we may supervise them at difficult times (usually lunchtime). This is not necessarily discipline or sanction, it is a Health and Safety assessment and avoidance of risk.

We will not routinely ban a pupil from school trips, visits or after school activities for poor behaviour in school. However, any Health and Safety issues over-ride other issues. If a pupil's behaviour is not safe for themselves or others, they will not be permitted to do that activity if the risk outweighs the benefit.

If a pupil's behaviour is poor during non-statutory schooling e.g., an after-school club, the school reserves the right to ask that pupil not to attend for a specific period of time. There will be no refund on monies paid if this is the case.

If sanctions are being applied, then it is important to remember:

- pupils should not be deprived of access to any curriculum area, e.g. P.E. Art, ICT etc. until after consultation with Headteacher
- pupils may finish uncompleted work at playtime or dinner time but should not be given extra Maths or English as a punishment
- no pupils should be left anywhere in school **unsupervised** while completing a sanction
- parental involvement should begin as soon as your concern does!
- staff should only use physical restraint to prevent a serious incident (e.g. absconding, injury to self or others)
- staff should never leave their class unattended

Discipline Referral Route – also see Appendix 5

After class teacher intervention, if behaviour does not improve:

Five minutes "time out" in another class

If behaviour does not improve:

Referral to the Phase Head

If behaviour does not improve:

Referral to the Assistant Head (Assistant Head sanctions apply: Appendix 1)

If behaviour does not improve:

Referral to the Headteacher/Deputy Headteacher (Headteacher sanctions apply: Appendix 2)

If behaviour does not improve:

Referral to Governors (for fixed term or permanent exclusion)

If poor behaviour occurs during out of school clubs the child will not be permitted to attend the clubs until their behaviour improves.

Monitoring of behaviour

- An incident log of behaviour is kept electronically. This is called CPOMS. These incidents are analysed weekly by the Senior Leadership Team.
- Where a child's behaviour is causing concern they will be referred to the School SENCO for internal support (Appendix 3).
- If following intervention, a pupil's behaviour continues to cause concern the parents will be informed and an Individual Behaviour Plan (IBP) will be produced.
- Following two unsuccessful reviews of an IBP, LA Behaviour Support services will be consulted.

8.5 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 (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.

8.6 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 the Headteacher or 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.

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 section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

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

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

Support after a search

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

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

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 headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

8.7 Off-site misbehaviour

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

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

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

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

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

8.8 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.

8.9 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 / pastoral lead] 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.

8.10 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.

8.11 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.

9. Serious sanctions

9.1 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious 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 a member of SLT or SMT, and will be removed for a maximum of one hour.

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

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

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

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

- Use of teaching assistants
- Home – school behaviour book
- 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.

9.2 Suspension and permanent exclusions

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

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

Please refer to the DFE guidance.

10. Responding to misbehaviour from pupils with SEND

10.1 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.

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

10.2 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.

10.3 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.

10.4 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.

11. 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:

- Reintegration meetings
- Daily contact with the pastoral lead
- Personalised behaviour plan

12. Pupil transition

12.1 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.

12.2 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.

13. Training

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

- The proper use of restraint
- 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.

14. Monitoring arrangements

14.1 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 SLT

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.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local School 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 Local School Board Body.

15. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint 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 exclusions policy explains that exclusions 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

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 the Role of the Assistant and Deputy Head Teachers

The Assistant and Deputy Headteachers will:

- give liberal praise
- give stickers and celebrate the child's success by sending home a praise letter.

The Deputy and Assistant Heads reserve the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour.

To reinforce the consequences, the Deputy or the Assistant Headteacher will:

- give a verbal warning and record the incident on CPOMs
- decide if the child's behaviour warrants keeping them in at playtime

If behaviour does not improve the Deputy Head or the Assistant Headteacher will:

- contact the pupil's parents
- liaise with the teacher, parent to identify strategies for improvement which might include the SENCO or Behaviour Support.

If behaviour does not improve the Deputy Head or the Assistant Headteacher will:

- devise an Individual behaviour plan in consultation with parents/carers and the SENCO
- where appropriate, involve outside agencies

If behaviour still does not improve the Deputy Head or the Assistant Headteacher will:

- refer the child to the Headteacher

At any time if a child *willfully* inflicts a physical harm on another child or adult, *willfully* destroys property, *refuses* to do as he/she is told, does anything which prevents the class from functioning, uses threatening or abusive language and/or behaviour...

He/she will be taken to the Headteacher immediately

Appendix 3-The role of the Headteacher

The Headteacher will:

- give liberal praise
- give stickers or praise certificates and celebrate the child's success by sending home a praise letter

The Headteacher reserves the right to move to any stage of these sanctions depending upon the severity of the inappropriate behaviour.

To reinforce the consequences, the Headteacher will:

- give a verbal warning and record the warning on CPOMs.

If behaviour does not improve the Headteacher will:

- Send a letter home or make a phone call asking to see the parents

If behaviour does not improve the Headteacher will:

- suspend the child from school for 1 day (During exclusion the child is not permitted on school grounds)

If behaviour still does not improve the Headteacher will:

- suspend the child from school for a fixed period (2 days)

If behaviour still does not improve the Headteacher will:

- suspend the child from school for a fixed period (5 days)

If behaviour still does not improve the Headteacher will:

- suspend the child from school for a fixed period (15 days) and refer the case to the Governing Body

If behaviour still does not improve the Headteacher will:

- refer the child to the Governors and seek permanent exclusion

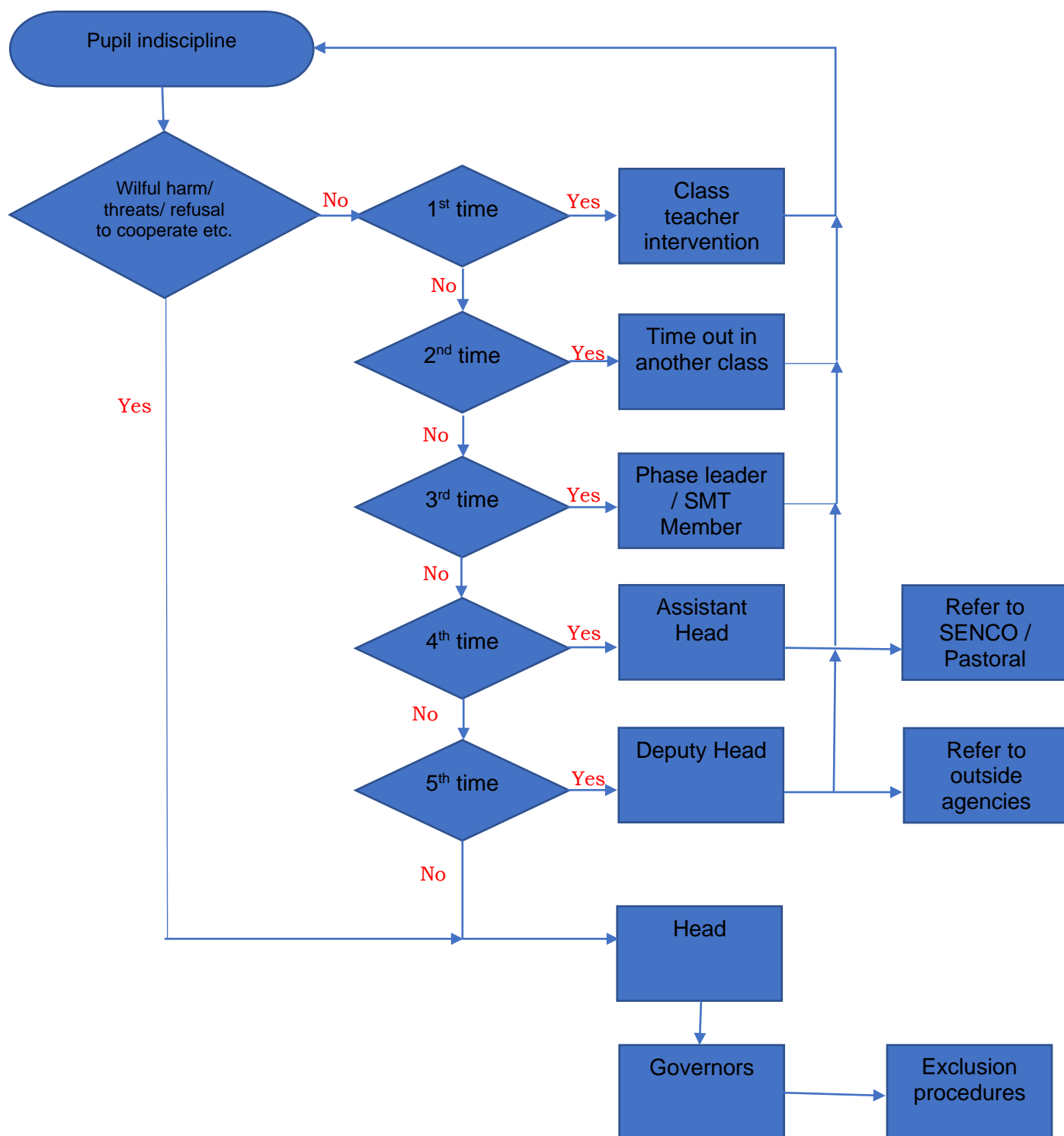
Appendix 4 –Internal Support

THE ROLE OF THE SENCO

Often pupils with poor behaviour have associated learning needs, the learning needs of the pupil will also be identified and the SENCO will:

- liaise with the Leadership Team
- ensure the pupil's needs are included on the whole school provision map
- ensure lessons are adequately differentiated
- arrange support if necessary

Appendix 5 –Discipline Referral Route



Appendix 6 - Penalty Notices

- 1) Parents/Carers can be issued with Penalty Notices if a pupil who has been excluded contravenes the details set out in the Exclusion Letter as to their whereabouts during school hours throughout the duration of that Exclusion.
- 2) Parents/Carers can be issued with Penalty Notices should their child take any Leave of Absence if they have not requested this, in writing, to the Head teacher (and/or completed a Leave of Absence Application) detailing the 'exceptional circumstances' they would want the Head teacher to take into consideration in deciding if any Leave of Absence can be agreed.
- 3) Parents/Carers should ensure that the Request/Application is made in advance (21 days) of any Leave of Absence to be taken.
- 4) Should any Leave of Absence be taken without an Application/Request having been made Parents/Carers may still be issued with Penalty Notices.
- 5) Parents/carers are advised to Request/Apply for a Leave of Absence before planning, booking or paying for any part of a Leave of Absence.
- 6) Legislation dictates that a Leave of Absence Requests/Application can only be considered from a Parent/Carer with whom the pupil normally lives.
- 7) Leave of Absence Requests/Applications from a Parent/Carer that a pupil does not normally live with cannot be considered under any circumstances.