

Awsworth Primary and Nursery



Striving To  Achieve Our BEST
Belief • Effort • Success • Teamwork

Behaviour Policy

Reviewed by: Local Governing Body

Review date: Autumn 2023

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Next Review: Autumn 2026

At Awsworth Primary and Nursery School, our vision of "Striving to achieve our BEST" is at the heart of our approach to behaviour. This Behaviour Policy outlines our commitment to maintaining a positive, safe, and supportive environment where all children can thrive, learn, and develop.

Within this positive philosophy we have three simple yet essential school rules which are used by all members of the school community.

Ready

Respectful

Safe

These rules are displayed in every classroom and prominent points in school. Through discussion, the children understand what constitutes each of these, how they 'look' on a daily basis within different situations and are encouraged to aspire to each of them.

Our aim is to make school a caring place in which all children can 'Strive to Achieve their BEST'. It is based on the principle of inclusion and equal opportunity and will be monitored to ensure this. All staff members endeavour to make Awsworth Primary & Nursery School a place where children are happy and able to respect others and themselves.

We are a Rights Respecting school and our approach to behaviour supports the following articles from the United Nations Convention on the Rights of the Child:

Article 12

- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 19

- Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.

Article 28

- Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29

- Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30

- Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

Article 31

- Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Purpose of the Policy

The purpose of this Behaviour Policy is to:

- Establish clear expectations for behaviour within the school community.
- Promote a culture of respect, kindness, and inclusion.
- Provide guidance for staff, children, and parents on managing behaviour effectively.
- Ensure that all members of the school community feel safe and valued.

Roles and Responsibilities

Headteacher

- Ensure the implementation of the Behaviour Policy.
- Support staff in managing pupil behaviour consistently and fairly.
- Monitor the effectiveness of the policy and make necessary adjustments.

Staff

- Model positive behaviour and reinforce school values.
- Apply the Behaviour Policy consistently and fairly.
- Support children in understanding and meeting behaviour expectations.

Children

- Understand and follow the behaviour expectations set by the school.
- Take responsibility for their actions and learn from their mistakes.
- Contribute positively to the school community.

Parents and Carers

- Support the school in promoting positive behaviour at home and in school.
- Communicate any concerns regarding behaviour to staff promptly.
- Engage in discussions about behaviour expectations and support measures.

Wider School Community

- Foster a culture of respect and inclusion within the school environment.
- Support school initiatives that promote positive behaviour and personal development.

1. Aims and Objectives

Our Good Behaviour Policy at Awsworth Primary and Nursery School is aimed at making school a caring place in which all children can 'Strive to Achieve their BEST'. It is based on the principle of inclusion and equal opportunity and will be monitored to ensure this. All staff members endeavour to make Awsworth Primary & Nursery School a place where children are happy and able to respect others and themselves. Our policy is based upon choices and consequences and our aims are:

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect;
- For staff to try to raise the levels of pupils' self-esteem;
- To provide a varied range of teaching and learning styles to suit the needs of pupils;
- To provide an attractive learning environment and quality resources;
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness;
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child;
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

1.1. UNICEF – Rights Respecting Schools Award

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Article 31 - Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

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 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [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](#)

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 gives 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

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

3. [Definitions](#)

Misbehaviour is defined as:

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

Severe misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
- Online harassment, such as 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
 - E-cigarettes or vapes
 - Fireworks
 - Indecent images

Malicious intent is defined as the deliberate act of doing something to cause harm or upset to another, whether it was felt justified or not.

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

TYPE OF BULLYING	DEFINITION
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

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

4. Roles and Responsibilities

Class Teachers and Teaching Assistants need to establish consistent levels of acceptable behaviour with the support of parents, governors, and senior leaders.

Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour. Teachers need to recognise that effective conditions for learning: (planning, pitch, pace, participation etc.) will impact positively on general classroom behaviour.

It is essential the children understand what is meant by good behaviour and that the rules we expect them to follow are clear and understandable. The school's three rules are:

- Ready
- Respectful
- Safe

4.1. The role of adults in school

- Show, understand and demonstrate the school's beliefs about behaviour and share a duty to reinforce them and be a good role models.
- Refer to 'Ready, Respectful, Safe' daily.
- Model positive behaviour and build relationships.
- Plan lessons that engage and challenge all learners.
- Be calm and give 'take up time' when going through consequences steps. Prevent before sanctions.
- Manage behaviour in a positive way, using positive language and actions.

- Follow up every time, retain ownership.
- Never ignore poor behaviour.
- Celebrate and reward good behaviour and attendance.
- Follow our sanctions system for dealing with inappropriate behaviour. Record sanctions weekly on MyConcern.

4.2. The role of children

- Know our whole school rules and follow them at all times
- Understand what good behaviour means
- Care about and respect themselves, others and their school
- Recognise their own success and be proud of their achievements
- Learn the value of friendship

4.3. The role of parents

- Celebrate their child's achievements and show an interest in school life.
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour and discussing specific issues.
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Ensure children have all the necessary equipment to be prepared for the school day.
- Attend Parents evening's, sign the home/school agreement and use the Home/school planner as appropriate.

5. School behaviour curriculum

We recognise the importance of strong relationships between adults and pupils and the impact it has on pupil achievement and positive behaviour. We actively promote the importance of pupil voice to allow all children an opportunity to play an active role in decisions that affect their learning and well-being.

Rewards will be implemented for all children so that Rights Respecting behaviour is celebrated and acknowledged. We regularly praise the children for following the school's expectations for behaviour and achieving their personal best. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

5.1. Team Points

Every adult in school is responsible for awarding Team points to pupils. Team points are rewarded for children who work hard; model good behaviour and manners; and uphold our core values. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school, including teaching assistants and lunchtime supervisors, can also give out points.

Each classroom can display points using the Team point chart and record children's points as tallies.

By the end of the week, teachers will count up the points. The Team with the most points will be awarded the Trophy for the following week. At the end of the term, the Team with the most points overall receive an afternoon treat, decided by the Team colour captains.

On a Monday, the class champion can choose a friend to join them to sit on the golden table at lunch time. There is also a winning class chosen each week based on the number of champion points collected. This class will be awarded ten minutes extra play the following week.

Golden Time: In KS1 an hour is given every Friday afternoon. If children show that they have been demonstrating rights respecting behaviour, they are rewarded with all this time. If they break any of the rights on our charter, they will lose some or maybe all of this time. Under special circumstances lost time may be earned back.

5.2. Star of the Week Assembly

Every Friday children meet in their key stages where their hard work and good behaviour is celebrated. One pupil from each class will receive either the Star of the Week/Mathematician/Star Writer or Rights Respecting award which is presented to them in front of their key stage. During the assembly, teachers celebrate the achievements and behaviour of the pupils chosen and states why the child has achieved the award. They will receive Star of the Week trophy to display in the classroom for the following week. During this assembly children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

6. Responding to Behaviour

6.1. 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

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

6.2. Responding to good behaviour

We recognise and reward learners who go 'over and above' our standards. As a school, we want to ensure we recognise students' efforts and achievements. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Through the use of rewards we create a positive culture which motivates children to do their best and contribute to the wider life of the school and wider school community.

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

Examples of rewards given include:

- Verbal praise
- Rewards for individuals: Team points, stickers, certificates
- Headteacher's awards
- Prize box
- At the end of the school year there will be special BEST Awards Assembly for pupils who have excelled in achieving their BEST (Belief, Effort, Success, Teamwork).
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project.
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity

6.3. 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.

All staff will endeavour to speak to all pupils involved in an incident so that behaviour is managed fairly and consistently. We recognise that changes in behaviour can be a child's way of communicating and as such staff will also do their best to investigate. We also acknowledge that

pupils differ in age and maturity and the policy will be adapted to reflect this. (Please see the SEND section for adaptations for special educational needs)

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

Where children do contravene the school rules, a hierarchy of behaviour management strategies are used to help support them in the adjustments they need to make. Inevitably, the nature of the incident will dictate the level of response required. Initially, wherever possible, our positive approach to behaviour management would aim to initiate change through recognition and praise of those who are 'doing the right thing'. Where a more direct response is required, this would involve the following stages for Level 1-2 misbehaviour:

- Sending the pupil out of the class.
- A verbal reprimand and reminder of the expectations of behaviour.
- Setting of written tasks such as an account of their behaviour.
- Expecting work to be completed at home, or at break or lunchtime.
- Removal from break or lunchtime activities.
- Loss of privileges – for instance, the loss of a prized responsibility.
- School-based community service, such as tidying a classroom.

6.3.1. Missed breaktime

Pupils can miss break and lunchtime. The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing this sanction, the school will consider whether doing so would:

- Compromise the pupil's safety.
- Conflict with a medical appointment.
- Interrupt the pupil's caring responsibilities.

6.3.2. 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 which 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.

The class teacher will always contact the parent, if a child has been removed from class.

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 and will be removed for a maximum of 30 minutes.

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/carers 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;

- Meetings with ELSA support.
- Use of teaching assistants.
- Short-term behaviour report cards.
- Long-term behaviour plans.
- Nurture
- Multi-agency assessment.
- SBAP Support (Schools Behaviour and Attendance Partner)

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 on MyConcern.

6.3.3. Removal from classrooms

A student can be placed in timeout if it is judged appropriate to separate them from their peers for a fixed period of time. Factors taken into account will be the safety of staff and all pupils. The room is normally staffed by Senior/Middle Leaders. Student will be expected to complete a programme of restorative work.

Students are expected to work in silence and produce pieces of work during the day. Students will spend break and lunchtime in school.

6.4. Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

6.5. Recording behaviour

Sustained misbehaviour incidents or severe misbehaviour, individual incidents are recorded on MyConcerns and appropriate actions to support improvements are identified. All entries are

monitored on a weekly basis and any significant individual or group trends are communicated to staff as and when appropriate. Responses to the behaviour log will be as follows:

- 1) Two behaviour related entries on MyConcern within a one-week period will result in the Class Teacher initiating an informal conversation with the child's parent / carer and a conversation between the child and the SLT.
- 2) A further two entries on MyConcern within a two-week period will initiate enhanced behaviour responses for the child and a formal conversation with the parent / carer initiated by the phase leader initially, then the Head Teacher or Deputy Head Teacher.
- 3) The child is placed on a daily report, and this is continued until improvements are achieved and maintained. Reports are kept in school and a photocopy is sent home to keep parents informed of progress. Parents are asked to come into school if a child is to be placed on report in order for it to be explained what this means and to find out how they can support their child at home. Parents are invited to review behaviour at regular intervals:
 - i. If behaviour is satisfactory: the child is taken off monitoring and appropriate recognition made (certificate of achievement for example).
 - ii. If behaviour is unsatisfactory but improved: continue behaviour report.
 - iii. If behaviour declines: continue behaviour report but inform parents of consequences leading to suspension.
- 4) Further incidents: the parent / carer is invited into school for a formal meeting with the Headteacher / Deputy Headteacher – among the responses, exclusion from participation in off-site / residential visits to be considered. Fixed term suspension / permanent exclusion procedures are outlined at this stage.
- 5) Fixed term suspension / permanent exclusion procedures implemented.

6.6. 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/carers

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.

6.7. Confiscation and searching

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

6.7.1. 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/carers, if appropriate.

6.7.2. 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 make sure 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 to 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 causing disorder.

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

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn’t worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

6.7.3. 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.

6.7.4. 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.

6.7.5. Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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

6.7.6. 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 whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

6.8. 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).

6.9. 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.

6.10. Mobile phones

We recognise that mobile phones have a role to play for the purpose of communication, but we are aware that casual or inappropriate use of mobile phones at school could pose a risk to children and adults. The enhanced functions of many mobile phones are of most concern and are most susceptible to misuse. Misuse includes the taking and distribution of indecent images, exploitation and bullying.

Mobile phones can cause an unnecessary distraction during the working day and can be intrusive when used in the company of others. When mobile phones are misused, it can impact on an individual's dignity, privacy and right to confidentiality. Such concerns are not exclusive to children and young people; hence there is a duty to protect the needs and vulnerabilities of everyone. It can be difficult to detect when such devices are present or being used, particularly in relation to enhanced functions, such as cameras.

The use of all mobile phones is, therefore, limited, regardless of their capabilities.

We strongly recommend children are discouraged from bring mobile devices to school.

- Pupils in Year 6 who walk home unaccompanied may be permitted to bring mobile phones to school. In these cases, children may bring a mobile phone on to the campus but must deposit it with the school office at the start of the day and collect it from the office at the end of the day.
- Parents and carers need to be aware that whilst there are obvious benefits to pupils having a mobile phone in terms of personal safety there are also some associated risks such as potential for theft, bullying and inappropriate contact, including grooming by unsuitable persons.
- We would also like to alert parents and carers to the risks that using a mobile phone has while walking to and from school. Children who are concentrating on using their phone can have reduced general safety awareness which may result in road accidents and/or injury if a child is not paying attention to their surroundings.
- Mobile phones deposited in the office by children will be kept safely in a locked cupboard. Whilst the school will take every reasonable care, it accepts no responsibility whatsoever for theft, loss, damage or health effects (potential or actual) relating to mobile phones. It is the responsibility of parents and carers to ensure mobile phones are properly insured. It is recommended that pupil's phones are security marked and password protected.
- Children are not allowed to bring mobile phones into any other areas of the school.
- Any mobile phones discovered to have been brought into the school and not handed in to the office will be confiscated immediately. Parents or carers will be asked to collect the mobile phone from the school office.
- Children are not allowed to carry mobile phones on any school trips.
- If a member of the staff has any suspicion that a mobile phone brought into school by a pupil has unsuitable material stored on it, the pupil will be required to hand over the phone immediately to a member of staff and parents or carers will be asked to collect it from a member of the senior leadership team.

- In circumstances where there is a suspicion that the material on the mobile phone may provide evidence relating to a criminal offence the phone will be handed over to the headteacher for further investigation and the parent or carer asked to collect it from them.

6.11. 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 / member of the senior leadership team 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.

6.12. 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

6.13. Malicious allegations

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

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

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

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

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

7. Responding to misbehaviour from pupils with SEND

7.1. 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 any substantial disadvantage to a disabled pupil being 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.

Class Teachers and Teaching Assistants use the following approaches to anticipate and remove triggers of misbehaviour.

These include but are not limited to;

- 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.

7.2. Adapting sanctions for pupils with SEND

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

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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.

7.3. 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/carers to create the plan and review it on a regular basis.

7.4. 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

8. Pupil transition

8.1. 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.

8.2. 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Training

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

- Physical Intervention (CRB)
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

10. Monitoring arrangements

10.1. Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the behaviour lead.

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 them.

10.2. Monitoring this policy

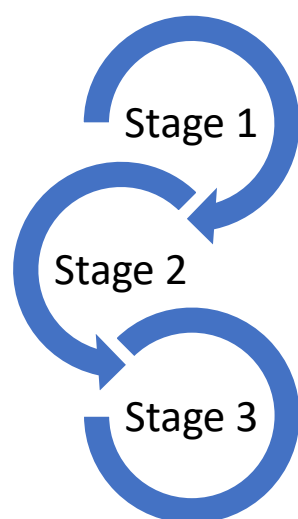
This behaviour policy will be reviewed by the headteacher and link governor at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the headteacher and link governor.

11. Links with other policies

This behaviour policy is linked to the following policies

- Suspension and Exclusions policy
- Child protection and safeguarding policy
- Physical Intervention policy
- Anti-Bullying Policy

12. Managing behaviour Pathway



Stage 1:

- An adult in school will remind a child of the schools' expectations.
- Positive behaviours are rewarded, and children adapt or amend their behaviours.
- Daily reminders and rewards are used to promote positive behaviours.

(Our aim is that all behaviour sits at Stage 1)

Stag 2:

- A child has had several reminders and sanctions following the policy.
- Behaviour is concerning and child appears to not be responding.
- Parents are informed and parental engagement is expected.

Stage 3:

- Behaviour is still not improving. A **behaviour management plan** is initiated.
- Meetings with the Headteacher or member of SLT is requested regularly as well as weekly updates from the teacher.

*Serious breaches in behaviour may result in missing stage 2 and going straight to stage 3.