

The Diocese of Gloucester Academies Trust

Behaviour Policy

Status & Review Cycle: Annual

Responsible group: The Trust with LGB amendments to setting and ratification

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Authentically Christian

Boldly passionate about excellence in learning

Relentlessly driven in our aspiration for everyone

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1 Aims

1.1 This is the behaviour policy of *St. David's Church of England Primary School*.

1.2 The aims of this policy are as follows:

- 1.2.1 To create a calm, safe and supportive environment free from disruption in which pupil can thrive and flourish both in and out of the classroom and reach their full potential;
- 1.2.2 to create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour;
- 1.2.3 to actively promote and safeguard the welfare of pupils at the school and to protect all who come into contact with the school from harm;
- 1.2.4 to ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school, consistent always with the needs of the school's community;
- 1.2.5 to set out a clear and fair process for the proper investigations of allegations of poor behaviour and / or breaches of discipline;
- 1.2.6 to encourage pupils to accept responsibility for their behaviour;
- 1.2.7 to consider how negative behaviours can be prevented or prevented from recurring;
- 1.2.8 to enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence;
- 1.2.9 to set out the *consequences* available to the school in the event of pupil misbehaviour;
- 1.2.10 to help promote a whole school culture of safety, equality, inclusion and protection.
- 1.2.11 *St David's specific values, aims and purposes relevant to its own context here.*

The 'St. David's Way' is firmly anchored in our Christian values and our motto '**enquiring minds, caring hearts, creative hands.**'

We understand that everyone in our school community has the right to feel safe, seen, soothed and secure regardless of gender, ethnicity, disability, sexuality or beliefs, no child or group of children will be treated less favourably than others in being able to access services which meet their needs. Everyone can feel anchored in our school environment in order to develop a sense of belonging to St. David's.

- To shape behaviours and experience through relationship that are rewarding and regulating.
- The starting point and the primary goal in all our connections ought to be the relationship itself.

1.3 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school to ensure that the best interests of pupils underpins and is at the heart of all decisions, systems, processes and policies.

1.4 Although this policy is necessarily detailed, it is important to the school that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. We welcome feedback on how we can continue to improve our policies.

2 **Scope and application**

- 2.1 This policy applies to the whole school including the Early Years Foundation Stage (**EYFS**).
- 2.2 This policy, together with our Anti Bullying Policy applies to all pupils at the school and at all times when a pupil is:
 - 2.2.1 in or at the school (to include any period of remote education);
 - 2.2.2 representing the school or wearing school uniform;
 - 2.2.3 travelling to or from the school;
 - 2.2.4 on school organised trips;
 - 2.2.5 associated with the school at any time.
- 2.3 This policy shall also apply to pupils at all times and places including out of school hours and off school premises in circumstances where failing to apply this policy may:
 - 2.3.1 affect the health, safety or well-being of a member of the school's community or a member of the public;
 - 2.3.2 have repercussions for the orderly running of the school; or
 - 2.3.3 bring the school into disrepute.

3 **Regulatory framework**

- 3.1 This policy has been prepared to meet the school's responsibilities under:
 - 3.1.1 Education Act 2002, as amended by the Education Act 2011;
 - 3.1.2 The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by The school Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022;
 - 3.1.3 The Education and Inspections Act 2006;
 - 3.1.4 The Education Act 1996;
 - 3.1.5 The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014;
 - 3.1.6 *EYFS statutory framework for group and school-based providers* (DfE, January 2024);
 - 3.1.7 Education and Skills Act 2008;
 - 3.1.8 Children Act 1989;
 - 3.1.9 Childcare Act 2006;
 - 3.1.10 Data Protection Act 2018 and UK General Data Protection Regulation (**UK GDPR**);
 - 3.1.11 Human Rights Act 1998; and
 - 3.1.12 Equality Act 2010.
- 3.2 This policy has regard to the following guidance and advice:

- 3.2.1 Keeping children safe in education (DfE, September 2023) (**KCSIE**);
 - 3.2.2 Working together to safeguard children 2023 (DfE, December 2023 updated in February 2024);
 - 3.2.3 Information sharing advice for safeguarding practitioners (HM Government, July 2018)
 - 3.2.4 Behaviour in schools: advice for headteachers and school staff (DfE February 2024);
 - 3.2.5 Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017)
 - 3.2.6 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, September 2023) (**Suspension and Permanent Exclusion Guidance**);
 - 3.2.7 Use of reasonable force (DfE, July 2013);
 - 3.2.8 Searching, screening and confiscation: Advice for schools (DfE, July 2022, in force from 1 September 2022);
 - 3.2.9 Mobile phones in schools (DfE, February 2024)
 - 3.2.10 Alternative provision (DfE, January 2013) (**AP Guidance**);
 - 3.2.11 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);
 - 3.2.12 Mental health and behaviour in schools (DfE, November 2018);
 - 3.2.13 Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018);
 - 3.2.14 Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2019);
 - 3.2.15 Guidance for Appropriate Adults (Home Office, April 2003);
 - 3.2.16 Relationships education, relationships and sex education and health education (DfE, June 2021); and
 - 3.2.17 The designated teacher for looked-after and previously looked-after children (DfE, February 2018)
- 3.3 The following School policies, procedures and resource materials are relevant to this policy and, where applicable, breach of them will constitute a breach of this Behaviour Policy:
- 3.3.1 Acceptable use policy for pupils;
 - 3.3.2 Anti-bullying policy;
 - 3.3.3 Statement of behaviour principles;
 - 3.3.4 Acceptable use policy for pupils;
 - 3.3.5 Safeguarding and child protection policy and procedures;
 - 3.3.6 Special educational needs and learning difficulties policy;
 - 3.3.7 Staff code of conduct;

- 3.3.8 Use of reasonable force and physical restraint policy; and
- 3.3.9 Relationships education and / or Relationships and sex education policy

4 **Publication and availability**

- 4.1 This policy is published on the School's website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available in: Staff Handbook, The Prospectus, The Home School Agreement, information for prospective pupils. Staff and parents will be reminded of this on an annual basis.
- 4.4 A copy of the policy is available for inspection from the office during the school day.
- 4.5 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to the **Proprietor** are references to The Diocese of Gloucester Academies Trust.
 - 5.1.2 References to **Parent** or **Parents** means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or Parental responsibility for, the pupil (e.g. foster carer / legal guardian).
 - 5.1.3 References to **school days** mean Monday to Friday, when the school is open to pupils during term time. The dates of terms are published on the school's website.
 - 5.1.4 Reference to **sanctions, punishment** means **consequences which is the shared language at St. David's.**

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy.
- 6.2 The Proprietor is aware of its duties under the Equality Act 2010 and the requirement under section 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Proprietor is required to have due regard to the need to:
 - 6.2.1 eliminate discrimination and other conduct that is prohibited by the Act;
 - 6.2.2 advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
 - 6.2.3 foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
- 6.3 Any punishment imposed on a pupil will be legal and proportionate. The punishment will be reasonable in all the circumstances and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.
- 6.4 In discharging of its responsibilities under this policy, the Proprietor expects school leaders

and staff to undertake the following roles:

6.5 School leaders will:

- 6.5.1 Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported in line with the school's unique Christian vision;
- 6.5.2 Play a crucial role in making sure all staff understand behavioural expectations and the importance of maintaining them;
- 6.5.3 Make sure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school;
- 6.5.4 Consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy¹;
- 6.5.5 Ensure staff have adequate training on matters such as: how certain special educational needs, disabilities or mental health needs may at time affect a pupils behaviour.
- 6.5.6 Encourage engagement with experts e.g. educational psychologists, advisory teachers and mental health support teams to inform effective implementation and design of behaviour policies and this links to the whole school approach to mental health and wellbeing.

6.6 School staff will:

- 6.6.1 play an important role in developing calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.
- 6.6.2 uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and confident to ask for help when needed;
- 6.6.3 challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts;
- 6.6.4 communicate school expectations, routines, values and standards (set out in Appendix 1) both explicitly through teaching behaviour and in every interaction with pupils;
- 6.6.5 consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations in addition to those set out in the staff code of conduct

6.7 In order to achieve this, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Jenny Walker	As a minimum annually, ideally termly, and as required

¹ The behaviour in schools guidance states schools should consider aligning this training with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF) together with the reformed suite of National Professional Qualifications (NPQ). Although note that eligibility to undertake some NPQs is limited to teachers and school leaders in state funded schools.

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	The Diocese of Gloucester Academies Trust	As a minimum annually, ideally termly, and as required
Reviewing induction and ongoing training for staff	Nathan Cox	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Nathan Cox	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes under the policy	Jenny Walker/ Nathan Cox	As a minimum annually, ideally termly, and as required
Formal annual review including effectiveness of policy and procedures in promoting good behaviour and trends relating to disciplinary measures taken	The Diocese of Gloucester Academies Trust	As a minimum annually, and as required
Overall responsibility for content and implementation	The Diocese of Gloucester Academies Trust	As a minimum annually.

7 Promoting high expectations of good behaviour

- 7.1 Pupils are educated about good behaviour through the operation of the school's curriculum, PSHE, [Jigsaw and Understanding Christianity programmes](#) and the school's pastoral support systems. Pupils are encouraged to act responsibly and, through the operation of this policy, to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). Illustrative of the ways in which the school teaches the behaviour curriculum are set out in Appendix 1. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in Pupil Support Units and following suspension.
- 7.2 The School understands that rewards can be more effective than punishment in motivating pupils. The ways in which the School may reward good behaviour are set out in Appendix 3.
- 7.3 The School recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods may enable the School to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should also take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), takes account of

their age where they might not have comprehended their actions, has been subject to criminal exploitation, or is experiencing significant challenges at home .

8 Responding to unacceptable behaviour

- 8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy.
- 8.2 The first priority will be to ensure the safety of pupils and de-escalation techniques can be used to prevent further behaviour issues arising.
- 8.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

9 Minor breaches of discipline

- 9.1 The school adopts a culture of openness and transparency and, where there are any concerns regarding breaches of discipline, contact should be made with the school at the earliest opportunity. All concerns are taken seriously including scenarios where suspicions or breaches of discipline appear minor.
- 9.2 The school has a range of systems, including pastoral support, to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour.
- 9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.
- 9.4 Allegations, complaints or rumours of minor breaches of discipline are dealt with by staff as they occur. Staff may carry out informal investigations and / or interviews with the pupils involved. Low level sanctions may be given following such processes (see [Appendix 3](#) for details of possible sanctions).
- 9.5 A minor breach of discipline may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following an informal investigation.
- 9.6 When considering the appropriate sanction, the risks posed to pupil welfare by an individual's behaviour will be assessed. This may include consideration of how any action taken, sanctions applied or inaction may affect that individual's welfare and, where appropriate, how it may affect other pupils' welfare and / or the school's community as a whole.

10 Serious and / or persistent breaches of discipline

- 10.1 Allegations, complaints or rumours of serious and / or persistent breaches of discipline should be referred to the headteacher. This will always though be considered alongside 7.4 of this policy.
- 10.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.3 The main categories of misconduct which are likely to be considered to be serious breaches of discipline include, but are not limited to:
 - 10.3.1 physical violence and / or abuse (which may include but is not limited to hitting, kicking, shaking, biting and hair pulling)
 - 10.3.2 physical or emotional abuse or harassment (to include behaviour that may be

categorised as "banter", "just having a laugh", "part of growing up" or "boys being boys");

- 10.3.3 behaviour which may constitute a criminal offence, such as:
 - (a) possession or use of knives or other weapons;
 - (b) vandalism, defacement and / or destruction of school property;
 - 10.3.4 persistent breaches of discipline or attitudes or behaviour which are inconsistent with the School's ethos;
 - 10.3.5 actual or attempted theft, intimidation, cyber-based bullying or prejudice based bullying, discriminatory based bullying or other potentially criminal offences;
 - 10.3.6 behaviour in contravention of the School's policies on the acceptable use of technologies or online safety;
 - 10.3.7 activities involving harassment, abuse or humiliation used as a way of initiating a person into a group);
 - 10.3.8 sexual violence, sexual harassment and other harmful / inappropriate sexual behaviour;
 - 10.3.9 sharing of indecent images and / or videos (including digitally manipulated or AI-generated images);
 - 10.3.10 other misconduct which affects the welfare of a member or members of the school's community or which brings the school into disrepute (single or repeated episodes) on or off the school's premises; and
- 10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:
- 10.4.1 in response to a serious breach and / or persistent breaches of the school's Behaviour policy; and
 - 10.4.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.
- 10.5 An allegation, complaint or rumour of a serious breach of discipline will be investigated in accordance with the procedures set out in [Appendix 4](#).
- 10.6 Complainants will be taken seriously and the school will carefully discharge its duty of care to both complainants and those pupil(s) accused. Reporting concerns is encouraged by the school. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.
- 10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in [Appendix 4](#).
- 10.8 [Appendix 3](#) Appendix 1 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

11 Suspected criminal behaviour

- 11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed and should be reported to the Police.
- 11.2 The school will carry out the minimum investigation required to be able to establish this, and before making a decision, will consider its duty to safeguard the pupils of the school (including any victims or alleged perpetrators) by assessing and balancing the risk of reporting the matter to the Police on the mental health and wellbeing of the pupil and others, as well as the risk of not making a report to the Police.
- 11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation, or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police, Crown Prosecution or Defence Solicitors for use within criminal proceedings, with disclosure to other parties.
- 11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.
- 11.5 The school will follow its Safeguarding and child protection policy and procedures at all times, and when making a report to the Police it may also be appropriate to make a report to Children's Social Care Services, usually led by the DSL.

12 Removal from the classroom

- 12.1 This section must be read alongside Appendix 2 below.
- 12.2 The school will only remove a pupil from the classroom for serious or repeated breaches of the school's behaviour code. Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 12.3 Removal from the classroom will only happen for the following reasons:
 - 12.3.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - 12.3.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - 12.3.3 to allow the pupil to regain calm in a safe space.
- 12.4 The school will consider whether removal from the classroom is proportionate and will take into account the circumstances of each individual case, with parents being notified on the day.
- 12.5 The school will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal.
- 12.6 The headteacher will maintain overall strategic oversight of the use of removal from the classroom.

13 Intervention, support and reintegration

- 13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent

exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.

- 13.2 The range of intervention strategies that the School will put in place include as appropriate, include for example, but are not limited to:
- 13.2.1 frequent and open engagement with parents, including home visits if deemed necessary;
 - 13.2.2 providing mentoring and coaching;
 - 13.2.3 short-term behaviour report cards or longer-term behaviour plans;
 - 13.2.4 Alternative Provision units; and
 - 13.2.5 engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.]
- 13.3 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate; where a pupil has an Education, Care and Health Plan, whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate.
- 13.4 **St. David's has The Harbour which is a nurture base where planned interventions for individual pupils can take place in place of mainstream lessons. The Harbour is used for: planned interventions for behavioural and pastoral reasons and / or a final preventative measure to support pupils at risk of exclusion.**
- 13.5 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, this support will be delivered by appropriately trained designated staff.
- 13.6 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom, time at a Pupil Support Unit, time at an alternative site under an off-site direction or suspension.

14 **The role of Parents**

- 14.1 The school seeks to work in partnership with parents over matters of discipline and helping schools develop and maintain good behaviour, and it is part of the parents' obligations to the school to support the school's policies on behaviour.
- 14.2 The school recognises that communicating the school policy to all members of the school community, including parents, is an important way of building and maintaining the school's culture.
- 14.3 Where a parent has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.
- 14.4 Parents will normally be informed as soon as reasonably practicable of any suspicion that their child has been involved in serious misconduct, but may be prevented from doing so immediately e.g. by the police if they are involved.
- 14.5 Parents will be notified of disciplinary sanctions :
- 14.5.1 imposed for significant minor breaches of discipline (persistent minor breaches such

as repeated disruptive behaviour); and

14.5.2 those imposed for serious breaches of discipline and any rights of review

as required and / or within school reports.

14.6 Parents will be consulted about the child's conduct and the application of this policy to their child where the school considers, in its professional judgement, that these give rise to a significant concern about pupil welfare.

14.7 Whenever the headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

15 **The role of pupils**

15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to a failure to meet required standards consequence processes. Pupils will be taught they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.

15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to achieve the behaviour standards, including an induction process that familiarise them with the school behaviour culture.

16 **Additional needs**

16.1 Where the school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority where required), consider what additional support or alternative provision may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHC plan, the school should consider requesting an early annual review or interim / emergency review.

16.2 The school will, as far as possible, to anticipate likely triggers of misbehaviour and put in place support to prevent these. Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

16.3 The headteacher and proprietor must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.

16.4 Whilst an exclusion may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.

16.5 In respect of a pupil with a disability as defined by the Equality Act 2010, the school will make such adjustments to this policy and its implementation as it is reasonable to have to make to avoid substantial disadvantage to pupil. In making such adjustments and considering the action to be taken under this policy (as adjusted), the school will have regard to the following:

16.5.1 whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities;

- 16.5.2 whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration;
- 16.5.3 whether in the light of conclusions reached in respect of 16.5.1 and 16.5.2, the action to be taken under this policy is a proportionate means of achieving one or more of the School's legitimate aims, which include:
- (a) ensuring that education, benefits, facilities and services are targeted at those who most need them
 - (b) the fair exercise of powers
 - (c) ensuring the health and safety of pupils and staff, in light of clearly identified risks (with due attention to the potential need to refer concerns arising externally as required under the School's [• safeguarding and child protection policy and procedures])
 - (d) maintaining academic and behaviour standards; and
 - (e) ensuring the well-being and dignity of pupils.
- 16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or other needs, advice should be sought from the headteacher / SENCO and further action in accordance with the school's Special educational needs and disability policy will be considered.
- 16.7 Where a suspension or permanent exclusion is being considered, the school will ensure that a pupil with a disability or special educational needs is able to present their case fully where their disability or special educational needs might hinder this.
- 17 Safeguarding and child-on-child abuse**
- 17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:
- 17.1.1 bullying (including cyber-bullying prejudiced-based and discriminatory-based bullying);
 - 17.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse);
 - 17.1.3 initiation / hazing type violence and rituals (which may include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- 17.2 Child-on-child abuse can occur both inside and outside of the school and may be taking place whilst not being reported. A one size fits all approach is not appropriate for all pupils, and a contextualised approach for more vulnerable pupils, victims of abuse and pupils with special educational needs and disabilities may be required. Certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours and create an unsafe environment for pupils. In worst case scenarios, dismissing sexual harassment can lead to a culture that normalises abuse and pupils accepting it as normal and not coming forward to report it.

17.3 Technology is a significant component in many safeguarding and wellbeing issues. Pupils are at risk of abuse online as well as face to face. This can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography.

17.4 In line with the school's aims and culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's Safeguarding and child protection policy and procedures. If behaviour matters give rise to a safeguarding concern, either in relation to the alleged victim(s) or perpetrator(s) or, more widely, in relation to ensuring the safety and welfare of pupils and / or staff, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and child protection policy and procedures will take priority.

18 **Malicious allegations**

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil is in need of help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.2 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.3 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

19 **Use of reasonable force**

19.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in Appendix 5 and the school's safeguarding and child protection policy. More detailed guidance about the use of reasonable force is provided to staff in the Staff code of conduct.

20 **Searching pupils**

20.1 School staff may search a pupil and their possessions for any item if the parent agrees. The member of staff must ensure the parent understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched.

20.2 The school will always follow its safeguarding and child protection policy and procedures if a safeguarding concern arising as a result of any actions connected with a search of a pupil.

20.3 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL or headteacher.

20.4 If a pupil refuses to co-operate with a search, the headteacher and staff authorised by the headteacher, may use reasonable force to search a pupils' possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 5 for further details in this respect). Reasonable force cannot be used to search for items that are banned by the school.

20.5 If a pupil continues to refuse to co-operate, they may be sanctioned in line with the school's behaviour policy where this appropriate, in a consistent, fair and proportionate way.

21 **Staff training**

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

21.1.1 how staff can support pupils in meeting high standards of behaviour

21.1.2 how staff will ensure that pupils understand the expectations of the behaviour in the school.

21.1.3 how staff can ensure that this policy and sanctions is applied in a way that is consistent, fair, proportionate and predictable way

21.1.4 where applicable to reflect the need of particular pupils.

21.2 The level and frequency of training depends on the role of the individual member of staff.

21.3 The school maintains written records of all staff training.

22 **Risk assessment**

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including Education, Health and Care Plans, behaviour plans (PSPs), as appropriate). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be undertaken by the headteacher.

23 **Record keeping**

23.1 All records created in accordance with this policy are managed in accordance with school policies that apply to the retention and destruction of records.

23.2 the school will establish and maintain a strong and effective system for data recording including all parts of behaviour culture that is collected from a range of sources and that is regularly objectively analysed and monitored by the senior leadership team.

23.3 The school will keep a separate record for:

23.3.1 allegations and concerns reported in respect of:

(a) sexual harassment or sexual violence;

(b) bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic / biphobic / transphobic bullying, use of derogatory language and racist incidents.

- 23.4 The school will keep a record of any search by a member of staff for a "prohibited item" and all searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.
- 23.5 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:
- 23.5.1 the name and year group of the pupil concerned;
 - 23.5.2 the nature and date of the offence;
 - 23.5.3 the sanction imposed and reason for it; and
 - 23.5.4 the name of the person imposing the sanction
- 23.6 This record will be reviewed regularly by the headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way a case has been handled by the school.
- 23.7 This record will be reviewed by the Proprietor /Local Governing Board in order to evaluate all data recorded in order to meet their obligations under this policy and, in particular, establish any trends (for example, in respect of particular socio-economical groups, or groups with a protected characteristic).
- 23.8 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

24 **Version control**

Date of adoption of this policy	4.11.24
Date of last review of this policy	04.11.24
Date for next review of this policy	November 2025

Appendix 1 School behaviour expectations and routines

- 1 We live our lives through our values. How we model the 'St. David's Way' and how our relational behavioural learning approach connects us together as a school community.

This is not about discipline harder, but rather discipline differently

'When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive when confronted with challenging behaviour.'

Paul Dix, Pivotal Education

We understand that behaviour is communication, and it is the adults' job to translate and understand the message the behaviour tells us. Often behaviour tells us about an experience, an unmet need, a feeling or the child seeking to be connected and attached to a kind and safe adult.

We are very clearly able to separate the behaviour from the child. The child is **not** the behaviour and the behaviour can change by understanding what lies beneath the behaviour and by altering the situations and circumstances which trigger the behaviour.

2 Behavior Curriculum

The Christian values which anchor us are linked to the school rules, often referred to as the 3Bs.

'Be Ready, Be Respectful and Be Safe'

Everyone in our school community has a responsibility to honour, model and adhere to the rules. The actions and behaviours behind these rules are the same for adults and children.

Be Ready	Be Respectful	Be Safe
..to work hard	I smile, say hello, please and thank you	I walk inside school
..to accept challenges	I listen to others	I use safe hands and my caring heart
..to do my best	I use kind words when talking about myself or others	I can feel my feelings and learn to put words to them
..to make mistakes and learn from them	I look after our environment	I can talk to an adult if I need help

This is what modelling 'The St. David's Way' looks like in practical actions and behaviours:

Investing time at the bookends of the day with a warm meet and greet and a purposeful connect and collect time. This keeps children orientated towards adults.

Modelling manners, reconnecting to the children and showing our delight to see them:

Thank you, please, you are welcome, hello, good bye, holding doors open, smiling.

Quality time invested to ensure a calm and ordered end of the day, where relationships are 'held in mind' and we let children know that we will be thinking about them and looking forward to seeing them soon.

Visual presence of being at the door/ playground to welcome children back into class following a separation or transition e.g. break times, lunchtimes – these are moments to connect and collect.

Corridors and shared spaces are times to reconnect with faces! Making the most of every opportunity to shape the behaviour through relational connections so that every child understands what '**Be Ready, Be Respectful and Be Safe**' behaviour looks like in other areas of the school. (Walking on the left, quiet voices, respectful of personal space.)

Finding moments throughout the day where staff intentionally connect and see children for **who they are** not just for what they do.

Structure and routine are powerful ways of imposing order in the environment and therefore ordered behaviour. Most importantly structure decreases the need for bossing and coercion on the part of adults, preventing needless conflict.

Developing and maintaining relentless routines keep the school afloat and heading towards the same values and rules. These routines build safety, security and predictability for all people so we are free to do our best work. Routines are required for: movement in, out and around school, start and end of work, carpet to tables, lunchtimes and break times, tidying away, Collective Worship.

Making marvelous mistakes and getting things wrong is also part of the 'St. David's Way'. Mistakes are a key part of learning and building resilience. Mistakes are what we do and can be repaired and learned from, mistakes are **not who** we are. "You are a wonderful child, you just made a mistake."

Brilliant boundaries: setting boundaries is easy, keeping them takes maintenance and practice. Boundaries are like an open fire; they need attending to otherwise they fizzle out or go wild. We think about boundaries as establishing what is ok and what is no ok. [appendix 2 River sheet]

Predictable and clear boundaries = certain not severe

It is ok to feel frustrated, it is not ok to use unkind words.

It is ok to walk away when you feel angry, it is not ok push someone.

It is ok to find this difficult, it is not ok to just give up without trying.

It is ok to walk around, it is not ok to roll across the classroom.

It's ok to want my attention, it's not ok to do this by shouting in my face.

We indicate in words and gestures that the relationship and the child matter. We make

relationships safe *before* we address the behaviour.

Examples:

Stop. I notice you are **(running)** that is not being safe. **(Walking)** inside **thank you** (not please)

I notice....

I really like how you (held the door open, started your work straight away etc.)

Do you remember when you..... I know you can do this.

I love teaching you and our class is not our class without you in it, but that behaviour is not ok.

It is ok to..... but it is not ok to.....

You're a lovely child, you just made a mistake and mistakes can be repaired.

We do this through what we say and how we say it. Scripted responses help build relationships, shape behaviour and orientate people to live the values of the 'St. David's Way'.

Our vocal tone, pitch, volume and pace all need to connect with the message we are conveying with our words. Practicing the 'unsaid' is just as important as the 'said'. A good phrase to remember can be that we are **certain** rather than **severe**, and we all need S.P.A.C.E (Scripted. Planned. Adult in control. Certain. Empathetic).

3 **Language**

At St. David's, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful and we should remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are recorded on CPOMS, at the staff member's discretion as this information can help build a deeper picture of what support the child may require.

Following an issue, it is important that time is made for restorative conversations – the aim being to restore and repair relationships. This will be done when everyone has recovered and are calm. This will allow the teacher to demonstrate empathy (understanding what that person is feeling, as in 'I too have felt like that'). These restorative conversations show children how to resolve conflict using their words, and most importantly, allow children to have a voice and feel heard. It is an opportunity for both the teacher and student to express their feelings about what has happened while setting and maintaining high expectations moving forward.

4 **Prohibited items -Searching, screening and confiscation (Appendix 6)**

Appendix 2 Removal from the classroom

- 1 Removal of a pupil from the classroom is a formal sanction imposed for serious disciplinary reasons, which allows for the continuation of the pupil's education in a supervised setting. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
- 2 Removal from the classroom will only be used for the following reasons:
 - 2.1 to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
 - 2.2 to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
 - 2.3 to allow the pupil to regain calm in a safe space.
- 3 The school's arrangements for removal from the classroom are:

3.1 Reset

There may be times when a **reset** has to happen because the behaviour is disrupting and teaching and learning can no longer take place. The child will be asked to work in another class or room because a child cannot reset in the current environment despite every best effort, and this is where teamwork really helps. We use Zones of Regulation to support children in understanding their emotions alongside resets and restorative conversations.

Every class has a 'Buddy Class' usually located next door and in the same year group but is somewhere else in the school, usually with an allocated adult so they can reset and return to class later positively. Again, the thinking is, 'time in rather than time out'. The manner in which this is presented to the child is key because our aim is a calm and regulated child who has reset their behaviour.

This could be achieved in a couple of ways and it is likely to be more successful if done in a planned, positive and low key manner rather than a severe and shouting public manner. Adult is alongside the child "(name) I know how helpful you are and Mrs X's in class Y needs this. Take this (note, book, pen, glue stick – pre agreed items with your buddy teacher) next door to Mrs X because she really needs it and she will be so pleased to see you, thank you" The adult walks away assuming the child will do this. When child takes the item to Mrs X, she welcomes the child in by saying "(name) I have been looking for that, oh thank you for being so helpful. While you are here please stay because you can help us with Z" (Z can be anything – handing out stuff, explaining a task, moving on the PowerPoint slide, sharpening pencils, sorting out the books, just be creative) The buddy teacher/adult assesses when the child has calmed, been as helpful as they can and then returns them to their home class – going with them if possible – and then explaining to the child's class teacher how helpful they have been and what they done. The child's class teacher re-connects and re-collects the child bringing them back into what task they are doing and being with them settling them back in.

Did that moment of 'time in' reset the child and their behaviour? If yes, then a brief "**Thank you for resetting that behaviour from earlier**, it is so lovely to see you back in class and getting on with your work".

If no, then re-establish the boundaries “**we want you in this class, but that behaviour is still not ok.** I need you to settle to work, I am here to help you and I know you can do this”.

If the child is still unsettled try ‘**change of face**’ and ask for another adult to switch in to support and settle. This could be from the class, from next door buddy class or from SLT. As with any point of transition back into class, our primary aim is the relationship – to connect and collect them – and this happens when they have been out in a buddy class or with senior staff. The adult who is offering support should ask about the child’s plan – what is needed in order for us adults to be consistent and clear about the behaviour.

3.2 **Additional support, provision and plans**

Some children will have difficulties regulating their emotions and will continue to struggle with their behavioural reactions without additional and different support. ‘The St David’s Way’ is to ensure we are meeting the needs of all our school community in an inclusive manner. Individual pastoral support plans (PSPs) will be written to support the child's underlying need. These plans may include sensory circuits, ELSA time and any support which shapes the child's behaviour, so they can learn and be successful within the whole class environment. We really want children to feel successful in mastering a level of control over what they say and do.

3.2.1 **The Harbour- Nurture Base**

Individually planned and tailored supportive interventions will take place in the Harbour with St David’s school staff or with outside professionals. This work may include assessments, therapeutic working, supervision for staff and training for families. The aim of the Harbour is to build capacity with the child, with the family and within our staff team.

Our planning is based on supporting the child to feel Safe, Seen, Soothed and eventually Secure but we cannot do this without the support of everyone in our school community. We cannot do this without partnering well with our parents.

3.2.2 **Partnering well together**

The reason it takes a village to raise a child is because we humans were never meant to raise children on our own. We were always meant to be with groups, tribes and wider social groups because all need help and support to do this job, no matter who you are, what you know and how well you are doing it, we are always better together.

Partnering well together means all adults (parents, school staff etc) involved in the life of our children are standing on the deck of the same ship, feeling anchored by the St David’s Christian values, adhering to the Ready, Respectful, Safe rules and following the same compass point

travelling in the same direction and having a responsibility to support and adhere to the ‘St David’s Way’. Partnering well together includes listening to everyone’s viewpoint, rejoicing in the celebrations and communicating clearly the concerns while trusting that each and every

person is doing the very best they know how to do. We are all partnering well together

if we can be ready to work hard, be respectful to each other and be safe with our words, actions and responses to others.

- 4 It will be the responsibility of the headteacher to maintain overall strategic oversight of the school's arrangements for any removals.
- 5 The school will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.
- 6 When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The headteacher and teachers will:
 - 6.1 consider whether any assessment of underlying factors of disruptive behaviour is needed;
 - 6.2 inform parents of the removal from the classroom on the same day;
 - 6.3 facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
 - 6.4 ensure that pupils are never locked in the room of their removal except in limited exceptional situations.
 - 6.5 if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

Appendix 3 Rewards and sanctions (Consequences)

1 Introduction

- 1.1 Examples of the rewards and sanctions the school ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice, and promote good behaviour and compliance with the School's Policies on behaviour.
- 1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.
- 1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

2 Rewards

2.1

St. David's School Recognition

EYFS	KS1	KS2
<p>-Fuzzies given out in class (can be given by other members of staff which will then be swapped for fuzzies in class).</p> <p>-Pegs moved up and down chart depending on behaviour. The peg chart headings are as follows: My behaviour is impressive My behaviour is good</p> <p>I am making the right choices I am ready to learn</p> <p>I need to think about my behaviour</p> <p>Teachers choice</p> <p>Parent contact</p>	<p>-Pegs move up and down chart depending on behaviour. The peg chart headings are as follows: My behaviour is impressive My behaviour is good</p> <p>I am making the right choices I am ready to learn</p> <p>Raffle tickets given out for behaviour that follows the 3 B's or behaviour or is above and beyond the norm. (tickets are then exchanged for a small prize in the shop)</p>	<p>Raffle tickets given out for behaviour that follows the 3 B's or behaviour or is above and beyond the norm. (tickets are then exchanged for a small prize in the shop)</p>

3 Sanctions (consequences)

3.1.1 Remind, Repay and Repair

There will be times when children test the boundaries and where their behaviour does not model the 3 B's (Be Ready, Be Respectful, Be Safe). When this happens we respond with the 3 R's.

Remind	Repay	Repair
<p>Remind the child about the 3 B's and what behaviour we wish to see for example,</p> <p>“(name), that behaviour shows me you are not ready – focus on what you I have asked you to do thank you”</p> <p>“(name), that behaviour is disrespectful, be quiet when someone else is talking thank you”</p> <p>“(name), that behaviour is not safe. Stop X and focus on the task thank you”</p> <p style="text-align: center;">THEN</p> <p>Remind them if that behaviour does not stop they will be repaying the time in their own time (break/lunch)</p>	<p>Repay is either a community service or a skill building session.</p> <p>Community service - the child does something at break or lunch that benefits their class community i.e. sharpens pencils, handouts worksheets, checks the pencil pots/trays on tables, sorts out the book corner, tucks all the chairs in cleans the tables, recycles the paper, puts out equipment for the next lesson.</p> <p>Skill building – very helpful for a child who needs to acquire a skill so they can follow the rule they broke. Some children need explicit teaching in order to understand what ‘Be ready’ looks like or what ‘Be respectful sounds like’ or what ‘be safe’ feels like.</p>	<p>Simply put, the child repairs whatever harm their behaviour caused – fix what was broken, tidy up what was displaced, and repair harm caused to another person.</p> <p>Conversations maintain and build connected relationships while shaping the behaviour we want to see. These repair moments are crucial because they can help the child feel better about their potential for changing their behaviour. Through these repair moments we can teach the child a different way to get their needs met, to show their feelings, to seek attachment and ultimately help the child to feel they are not defined by their worst behaviour. Remember, <i>the child is not the behaviour.</i></p>

3.1.2 Shared Language

What's ok/what's not ok – see scripts around predictable boundaries. Using the same words, defining what is ok and what is not can be done privately alongside the child, on a 1:1 basis or even in a whole class setting if the behaviour is class wide and general i.e. ‘It is ok to discuss your work but it is not ok to be that loud, whisper voices thank you’

I notice... this is a great starter for positively noticing a child or noticing something they did but also for shaping a behaviour i.e. ‘(name) I notice you have sat really still while I am teaching, thank you for being respectful’ ‘(name) I notice you are struggling to sit still during teaching time. Go have a 10 second wiggle at the back of the class then sit still on your chair. It won't be long now, thank you’

(Name) sit down thank you Saying thank you, rather than please, assumes the child will follow your direction. Saying please can be interpreted as a choice or even pleading. As

with any words and phrases they need to be matched with our body language, pace, tone and warmth.

Clear instructions, given with warmth this fits with the above. Being kind is being clear with our instructions and words, telling children what you want to see rather than what you do not want to see - walking thank you, sitting on your chair thank you, voices off looking this way thank you. Being clear helps people to really understand what you mean. Our brains like instructions and directions to be clear so they do not have to work hard interpreting and processing lots of language.

3.1.3

Serving others in class/community Repaying is to be done during break and lunchtimes where the focus can be directed to specific issues that arise. Rather than a child *losing* their break or lunch time, they will be *using* their break and lunchtime to repair, learn a skill or give back, serving others in the class or school community. Where possible, these 'time in' moments would be logical and natural consequences to the behaviour. During this 'time in', the behaviour expectations are reset:

"**I notice** you are finding it difficult to walk around school using your whisper voice. **It is ok** to want to chat with your friends, **it is not ok** to do this when walking around school as this disrupts learning. We are going to **use this break time** to practice this skill so you can use it next time".

"**I notice** you are finding it difficult to put your hand up in class. **It is ok** to be so excited to answer, **but it is not** ok to constantly call out. We are going to **use this lunchtime** to practice the skill of putting you hand up so you can use this skill next time"

"**I notice** you are finding it hard to make mistakes. It is part of the St David's Way to make marvelous mistakes **and that is ok**. **It is not ok** to rip up your and other people's work. I want everyone to make mistakes so we are going to **use this break time** to hand out the worksheets and equipment so that you learn about taking care of our environment and equipment"

"**I notice** you are finding it hard to use your safe hands. **It is ok** to feel angry **it is not ok** to push someone. We are going to **use this break time** to write a note to X saying you are sorry for pushing him. This is how we repair a relationship, we say sorry"

4 **Suspension and permanent exclusion from school**

- 4.1 Only the headteacher has the power to impose a suspension or permanent exclusion from school. An "Acting Head" who has been formally appointed to this position, will also have this power.
- 4.2 Suspension and permanent exclusion from school can take the form of:
 - 4.2.1 Suspension for a fixed term (including lunch time suspensions, which each count as half a day); or

- 4.2.2 permanent exclusion.
- 4.3 Permanent exclusion from school will only be imposed for:
 - 4.3.1 a serious breach or breaches and / or persistent breaches of this policy; and
 - 4.3.2 where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.
- 4.4 **The principles, guidance and procedure set out in the Suspension and Permanent Exclusion Guidance will be followed at all times.** This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.
- 4.5 The headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.
- 4.6 In all cases, the headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying / reporting the cancellation to parents and others, and offering a meeting with parents to explain the reasons for the cancellation.

Appendix 4 Investigations of incidents and alternative action

1 Investigation

- 1.1 The headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour and discipline or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.
- 1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and without being formal or legalistic in nature.
- 1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events.
- 1.4 Parents do **not** need to be notified in advance that interviews are taking place, and their consent is not required.
- 1.5 The pupil will be asked to make a statement, and / or a written record of the interview will be made by the interviewing member of staff depending on the pupils age and abilities. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate if appropriate, again depending on age and ability.
- 1.6 CCTV footage, if available may be viewed and pupils' desks, lockers and / or personal belongings may be searched during an investigation. See Appendix 6 of this policy for the school's policy on searching and confiscation.
- 1.7 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from

appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to KCSIE and the School's designated safeguarding lead (or a deputy) will take a leading role on decisions.

- 1.8 Where the headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the school, the investigating member of staff will fully report the outcome of their investigation to the headteacher to enable an informed decision to be made.

2 Removal from the classroom / suspension pending further investigation / enquiries

- 2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the school, the pupil may be removed from the classroom while the investigation continues. During this time the pupil is entitled to receive the equivalent of full-time education provision. The period of removal from the classroom should be considered by the headteacher when determining the final sanction.
- 2.2 Alternatively, where it is not appropriate for the pupil to remain on the school's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the School for a fixed number of days pending further investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.
- 2.3 Before a suspension pending further investigation / enquiries is imposed, the headteacher must be satisfied that a prima facie case has already been established in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.
- 2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the parents containing all mandatory information).
- 2.5 Once the investigation / enquiries are complete, the headteacher will be able to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back to back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the parents confirming the further suspension or permanent exclusion.

3 Decision

- 3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true, to the civil standard of proof (i.e. on a balance of probabilities, or more likely than not).
- 3.2 Pupils' behaviour and discipline records will be taken into account, together with the pupils' background, and any special educational needs and / or disabilities they may have. The school will follow its special educational needs and equalities policy where this is relevant.
- 3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate

response to the misbehaviour involved, taking into account the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary sanctions will be recorded in the pupil's behaviour and discipline record.

3.5 The school will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

4 **Off-site directions**

4.1 The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must **not** be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (**PRU**), and Alternative Provision School, or another school / school (or unit therein).

4.3 Parental consent is **not** required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

4.4 The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

4.5 A "personalised plan for intervention" will be put in place, which sets out the objectives for the pupil's improvement and attainment, the timeframe involved, the arrangements for assessment and monitoring progress, and with a baseline of the pupil's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

4.7 during the period of an off-site direction by the school to another school, the pupil must be dual registered which means that they will be registered at both the school and the school/APS to which the pupil is directed off-site.

4.8 The school will follow the Alternative Provision Guidance when exercising this power.

5 **Managed moves**

5.1 A "managed move" is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / school following a trial period. It is designed to give pupils who are **at risk of** permanent exclusion a fresh start in another school without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted when while this is being explored.

- 5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.
- 5.4 A planned managed move will only happen when it is in the pupil's best interests.
- 5.5 During the trial period, the pupil will be dual registered at both the school and the new school / school. If the managed move breaks down during the trial period, the new school / school will terminate the trial period and delete the pupil's name from the register. The pupil will then return to their home school.
- 5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the behaviour policy for which permanent exclusion is deemed by the headteacher to be the only appropriate sanction, where the school would not be prepared to accept the pupil back at the school if the managed move broke down during a trial period.
- 5.7 The school will agree a fixed period for the trial period at the outset, after which the new school / school will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at which time the transfer becomes permanent.

Appendix 5 Use of reasonable force

- 1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance [Use of reasonable force](#) (DfE, July 2013)
- 2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:
 - 2.1 committing a criminal offence;
 - 2.2 injuring themselves or others;
 - 2.3 causing damage to property, including their own; or
 - 2.4 engaging in any behaviour prejudicial to good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere
- 3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment.
- 4 In addition, reasonable force may be used to conduct a search for certain "prohibited items" (see [Appendix 6](#) below).
- 5 In these circumstances, "reasonable" means using no more force than is needed.
- 6 In deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered and reasonable adjustments will be made for pupils with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.
- 7 Where reasonable force is used by a member of staff, the headteacher must be informed of the incident and it will be recorded in writing. The parents will be informed about serious incidents involving the use of force on the day of the incident.

Appendix 6 Searching, screening and confiscation

- 1 All Academies have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 2 The School's policy on searching and confiscation has regard to the DfE guidance [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022).
- 3 **Prohibited items**
 - 3.1 The following are "prohibited items" by law under section 550ZA(3) of the Education Act 1996 and Regulation 3 of the Schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):
 - 3.1.1 Knives or weapons, alcohol, illegal drugs and stolen items;
 - 3.1.2 Tobacco and cigarette papers, fireworks and pornographic images;
 - 3.1.3 Any article that a member of staff reasonably suspects has been, or is likely to be used:
 - (a) to commit an offence; or
 - (b) to cause personal injury to, or damage to the property of, any person (including the pupil); and
 - 3.2 In addition to the above, the school has prohibited [or restricted the use of] the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:
 - 3.2.1 mobile phones (unless locked in teacher's cupboard upon arrival at school);
 - 3.2.2 smart watches (unless locked in teacher's cupboard upon arrival at school);
 - 3.2.3 tablets;
 - 3.2.4 hand-held electronic games;
 - 3.2.5 Chewing gum
 - 3.2.6 Energy drinks and bottles;
 - 3.2.7 Football, pokemon cards and any other toys;
 - 3.2.8 other electronic devices including google glass; and
 - 3.2.9 vaping devices / e-cigarettes

Pupils must not have these items in their possession on the school's premises, or at any time when they are in the lawful charge and control of school staff (e.g. on educational visits).

 - 3.3 Pupils may be searched for any item which is prohibited by the school (as set out above) with their parents agreement.

4 Searching pupils

- 4.1 Under common law, school staff have the power to search for any item if a parent agrees. The member of staff undertaking the search should ensure the parent understands the reason for the search and how it will be conducted so their agreement is informed.
- 4.2 When exercising these powers the school must consider the age and needs of the pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (**SEN**) and making reasonable adjustments that may be required where a pupil has a disability.
- 4.3 If a parent has given permission to search, but the pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the school has prohibited, as set out in 3.4 above.
- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the headteacher will be sought. During this time the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit or in training settings².
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
 - 4.9.1 search of outer clothing; and / or
 - 4.9.2 search of the School property (e.g. pupils' lockers/drawers)
 - 4.9.3 search of personal property (e.g. bag or pencil case).
- 4.10 Where possible, staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a

² The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.

- 4.12 Where the headteacher, or staff authorised by the headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (**DSL**) or deputy and the pupil will be sanctioned in line with the school's behaviour policy to ensure consistency of approach.

5 **After a search**

- 5.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.
- 5.2 Where appropriate school staff will follow the school's child protection policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

6 **Recording searches**

- 6.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 3.2 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.
- 6.2 Records of the search will include:
- 6.2.1 the date, time and location of the search;
 - 6.2.2 which pupil was searched;
 - 6.2.3 who conducted the search and any other adults or pupils present;
 - 6.2.4 what was being searched for;
 - 6.2.5 the reason for searching;
 - 6.2.6 what items, if any, were found; and
 - 6.2.7 what follow-up action was taken as a consequence of the search.
- 6.3 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

7 **Confiscation**

- 7.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so.
- 7.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

8 Electronic devices

- 8.1 The school has adopted a policy to prohibit pupils using mobile electronic devices during the school day. **Mobile electronic devices** include, but are not limited to, mobile phones, smartphones or other smart technology, tablets, laptops, MP3 players and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video. Further details about the school's policy can be found in the Acceptable use policy for pupils.
- 8.2 An electronic device such as a mobile phone or a tablet computer may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. Any search of an electronic device should be conducted in the presence of a member of the IT staff.
- 8.3 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.
- 8.4 Subject to the requirements set out in KCSIE. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of School discipline or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence.
- 8.5 Staff should consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect will put a person at risk.
- 8.6 Staff should not view or forward illegal images of a child. When viewing an image is unavoidable staff should follow the school's policy on sharing nudes and semi-nudes images or videos as set out in the Safeguarding and child protection policy.
- 8.7 The school will comply with data protection law in relation to any search of an electronic device following guidance from the proprietors data protection officer.³

9 Disposal of confiscated items

- 9.1 **Stolen items:** Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without the
- 9.2 **Article used to commit an offence or to cause personal injury or damage to property:** Such articles may, at the discretion of the headteacher or authorised member of staff taking all the circumstances into account, be delivered to the police, returned to the owner, retained or disposed of. In taking into account all relevant circumstances the member of staff should consider: whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- 9.3 **Weapons or items which are evidence of an offence:** Such items will be passed to the police as soon as possible.
- 9.4 **An item prohibited by the School:** Such items may, at the discretion of the

headteacher or authorised member of staff taking all the circumstances into account, be returned to its owner, retained or disposed of. In taking into account all relevant circumstances, the member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.

- 9.5 Where staff confiscate a mobile electronic device that has been used to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the electronic device will be confiscated and must be collected by a Parent.
- 9.6 **Electronic devices:** If it is found that a mobile phone, laptop or tablet computer or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto school premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

10 **Communication with Parents**

- 10.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child but will always make every effort to do so.
- 10.2 Parents should always be informed of any search for a "prohibited item" listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- 10.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 10.4 A record will be kept of all searches carried out, in accordance with paragraph 6 above, which can be inspected by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 10.5 Complaints about searching or confiscation will be dealt with through the school's published Complaints policy and procedures.
- 10.6 The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.