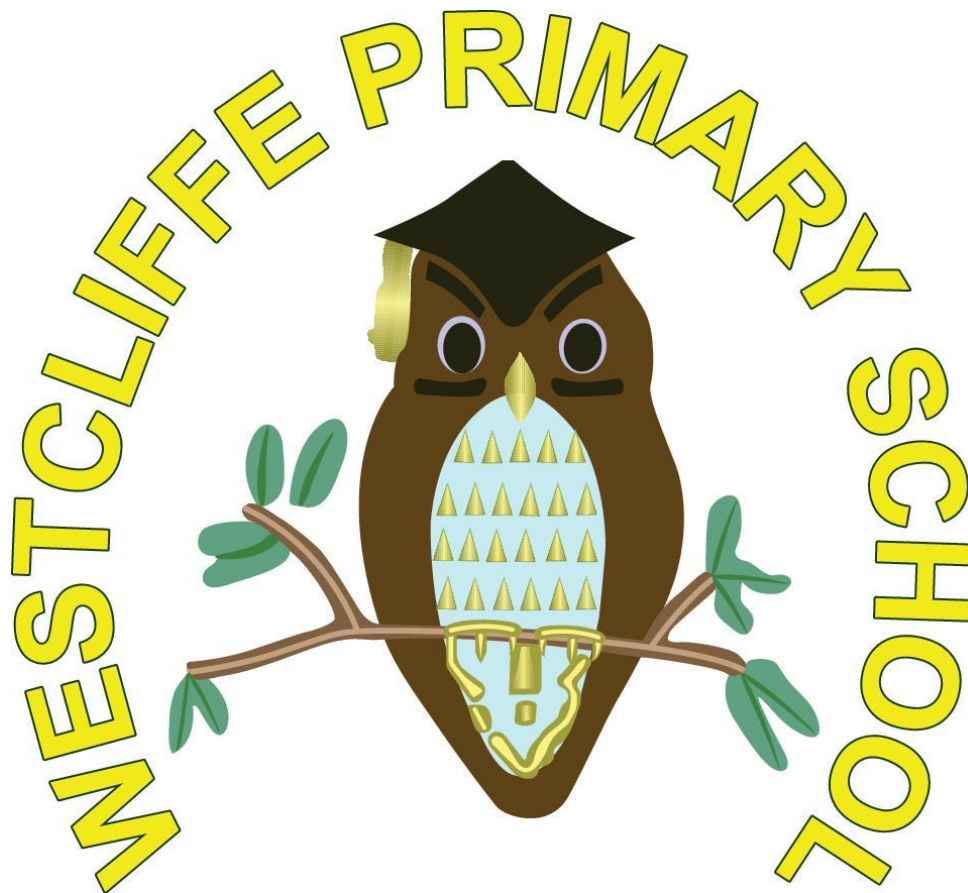




Behaviour policy and statement of behaviour principles

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Adopted by:	Full Governing Body	Date: November 2023
Last reviewed on:	January 2026	
Next review due by:	January 2027	

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1. Aims

This policy aims to:

- To raise self-esteem of all pupils
- To promote acceptable behaviour within our school community
- To promote moral development and self-discipline in the school community.
- To create a positive learning environment
- To achieve a consistent approach to positive behaviour management across the school.
- To work with parents towards this end.

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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

The Five Star Promise is:

- to keep my hands, feet and other objects to myself
- to speak kindly and be polite
- to respect the environment and be safe
- to always do my best
- to stop, look and listen when someone speaks.

Poor behaviour is defined as:

- Failing to follow the Five Star Promise

Poor behaviour will be managed by following our sanctions (eg: Positive Play, lunchtime support).

Serious misbehaviour is defined as:

- Repeatedly breaking the Five Star Promise
- Any form of bullying
- Taking or recording images of others whilst on the school premises
- Sexual violence (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited item, such as:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Serious misbehaviour will result in a more serious sanction. Any incident will be dealt with on an individual basis with the sanction being proportionate and consistent.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying in any form is never allowed and full details of how we manage allegations of bullying can be found in our Anti-Bullying Policy [here](#).

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

All staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

Pupils will be made aware of the following:

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

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

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

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

6. School behaviour curriculum

The promotion and reward of **positive behaviour** and the raising of self-esteem are central to developing our policy for behaviour management.

We acknowledge that we cannot control other people's behaviour but we can manage it well most of the time. We encourage children to acknowledge that they are responsible for their own behaviour. To do this we use the concept of choices and consequences.

We are all free to make our own choices. People choose their behaviour. We teach our children that good choices lead to good consequences (rewards) and poor choices lead to bad consequences (sanctions).

All pupils will follow our **Five Star Promise**:

- to keep my hands, feet and other objects to myself
- to speak kindly and be polite
- to respect the environment and be safe
- to always do my best

- to stop, look and listen when someone speaks

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

6.1 Mobile phones

Pupils are not permitted to bring mobile phones into school unless prior consent has been agreed between parents/ carers and senior leaders. When consent has been given, pupils must ensure they hand their phone to admin staff upon arriving at school and collect their phone on leaving school.

Mobile phones are not permitted to be used on school premises and must never be used for the purpose of taking or recording images of others.

7. Responding to behaviour

The class teacher has prime responsibility for pastoral care. All staff adopt a positive approach to encourage and promote good behaviour choices. We treat children fairly and equally. Staff are calm and polite, raising their voices only ever as a last resort.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.1 Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the 5 Star Promise in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear classroom routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour choices
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
- Use positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's 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 [here](#).

7.3 Responding to good behaviour choices (rewards)

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

Signatures

- Each child has a signature card. Pupils are awarded signatures for good behaviour and for good work. Every fifty signatures will earn the child an individual certificate to celebrate the achievement. These certificates are presented in the weekly Merit Assembly.

Weekly Rewards:

- Children can earn a **Westcliffe Credit** by meeting the criteria for Pupil of the Week (see below)
- Children can receive a **Blue Merit Certificate** for recognition of good work or good choices

Pupil of the Week

One pupil from each class will be chosen as the Pupil of the Week. This will be earned through meeting specific criteria. All children who meet the criteria are eligible to be chosen. A winner will be selected in each class every week from those pupils who have met the following criteria:

- **behaved well by staying on the green light in all lessons**
- **completed their work set in lessons and not being on lunchtime 'catch-up' to finish work**
- **made good choices at break and lunch and not be on Positive Play or in the Lunchtime Supervisor's Book**
- **read at least 3 times in the week and had their Home School Diary signed by an adult**
- **practised counting/ times tables at least 3 times on paper, or for a minimum of 15 minutes in total on TT Rockstars**
- always wear the correct school uniform
- always have the correct PE kit in school
- always arrive in school on time.

To be eligible for selection, a child must meet all five bolded statements above. Class teachers will make this award in their own classes.

Pupil of the Week Reward

This reward is a special treat which acknowledges the hard work those children have made in order to be consistently eligible for Pupil of the Week over a whole term. It does not in any way suggest those that do not make it have not made good choices. Rest assured, those children who are not eligible simply experience a day in school like any other.

In order to qualify for the reward, children need to be eligible for Pupil of the Week for a minimum of 75% of the term. For example: in a 12 week term that equates to being eligible for 9 out of the 12 weeks.

7.4 Responding to poor behaviour choices (sanctions)

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Across school, staff will use the 'traffic light system' to help manage behaviour.

Traffic Light System

All classrooms and areas used by children (eg: hall, Heart of the School) will display a traffic light with 3 colours - **Red**, **Amber** and **Green**

All pupils start each new lesson on **Green**.

- A verbal warning is given to any pupil whose behaviour is disrupting the learning of others.
- If this behaviour continues, the child will be moved onto **Amber**.
- Continued poor behaviour choices will result on that pupil moved onto **Red**.
- Further poor behaviour will result in time out (see below).

A pupil can earn the right to have their name moved back to **Amber** or **Green** by showing good behaviour choices again. However, if poor behaviour choices re-occur, then continue as if the return to **Green** had not happened and proceed straight to **Red**.

Whenever children move up to **Red** or **Amber**, this will be noted in the in the Class Behaviour Log.

All children return to **Green** at the beginning of each new session.

Behaviour Diaries

Children regularly demonstrating short-term specific poor behaviour choices are monitored using a Behaviour Diary. This is agreed between parents and a Senior Leader. All diaries will have the child's behaviour targets written in the front of the book. Targets may relate to behaviour in the playground, in the classroom, out of school or all of these and are usually based around the Five Star Promise.

A Break and Lunchtime Diary will be given to those children who need specific support during those times and they will receive a smiley face if they meet their target. If their target is not met, they will miss the corresponding break the following day. (ie: sad face received 1st break = miss 1st break next day).

For all other diaries, each time that the child meets their target they will be rewarded with a smiley face in their diary. Children need to earn a smiley face to earn the next break/lunch. If a child does not earn their break, they will spend their time on Positive Play with a member of staff where they will write out the Five Star Promise.

All staff will monitor playground behaviour at breaks and lunchtime. Senior staff will monitor Behaviour Diaries and the targets are reviewed termly with children and their parents/ carers. For certain children it may be appropriate to modify this system for example to subdivide the sessions into smaller time blocks.

We place great importance on the partnership between home and school in all aspects of our behaviour management. At the initial meeting mentioned above, targets are discussed and agreed with parents/carers. Behaviour diaries are shared, going home each night and parents/carers are asked to sign the diary to confirm they have seen it. When appropriate, we actively seek support for children from outside agencies e.g. Primary Behaviour Support Team.

Lunchtime Catch-up

During lesson time, children are expected to complete set work. This work will be well adapted accordingly and will be of appropriate quantity. If a child does not complete the work set, and the class teacher judges that this is due to lack of effort rather than understanding, then that child will complete the work in lunchtime catch-up.

Positive Play

This is a sanction used exclusively for children who do not behave appropriately around school and have broken our 5 Star Promise.

Staff monitor behaviour during session time and lunchtime supervisors monitor at lunchtime. Pupils' names are recorded on the weekly recording sheet by either the Head of School or an Assistant Head. A yellow slip is completed and handed to the child's teacher so that they are aware. **Children must know why they are in positive play as they will be asked.**

Pupils may go for one break, a day or a longer period of time. Timing is at the discretion of senior staff and is used sensitively. Sanction and infringement are matched. There is flexibility to encourage and recognise better choices and an improved attitude.

The purpose of the Positive Play group is to support children in playing sociably. Activities are planned to engage the pupils purposefully and promote good behaviour choices.

Lunchtime Support

When a child is listed in the lunchtime supervisor's book for three separate incidents in one week, or one serious poor choice, they will spend a week in Lunchtime Support.

The Senior Midday Supervisor will inform Senior Staff if a child's name has been recorded three times within the same rolling 7 day period. Senior leaders will then make the decision as whether the child will be placed on Lunchtime Support. Children must know why they are in lunchtime support. Senior Staff will also discuss the decision and the underlying behaviour with both the child and the adults involved.

If a child is to be removed from the playground for a week, parent/ carers are notified by ParentMail with the option to discuss the matter further if they choose to do so. Following the week on lunchtime support, the child returns to the playground. If the poor behaviour continues, and the trigger is repeated within the same term, the child and their parents will be informed. The governing body has decided that children who persist in choosing unacceptable behaviour at lunchtime cannot be accommodated in school over the midday break. As a result, the child will go home for lunch for a period of **2 weeks**.

If this continues to escalate even further, then the school will follow suspension guidance and the child will be suspended at lunchtimes with each lunch counting as a half day suspension.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of reasonable force must:

- Never put the member of staff or child at risk of injury
- Never be used without other adults in close proximity to witness the incident
- Only ever be used as a last resort
- Only be carried out by someone who has had Team Teach training and whose certificate is in date
- 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 in the red Bound and Numbered Book (in Headteacher's office) 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.

7.6 Confiscation, screening and searching

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

Confiscation

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

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

Searching a pupil

In the first instance, an attempt will always be made to contact parents/ carers to come into school to carry out the search. If this is unsuccessful, or if there is a risk of imminent danger/ harm the search will 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

If 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) 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:

- Attempt to make contact with the pupil's parent/ carer
- 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, to try to determine why the pupil is refusing to comply.

The authorised member of staff may 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, or possessions.

'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

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Classroom drawer
- Cloakroom area
- Bag/ lunch box

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/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

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.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher 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 services, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Time Out (see section 7.4)

Any pupil persistently displaying behaviour choices that take away the rights of others (e.g. prevents others being able to teach and learn in peace or to feel safe), will be removed from the lesson. The class teacher must phone a senior member of staff so they are aware the child has been asked to leave the classroom.

After a period of time out, the pupil may return to the class. If the teacher believes the child's return to class will continue to disrupt learning, they should send work out to complete. Should the pupil refuse to leave the classroom, then senior staff must be sent for. Any further poor behaviour choices during that day may result in an internal suspension.

8.2 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.

Following a period of suspension, the child must return to school with a parent/ carer for a 'back to school' meeting with a senior member of staff. Following suspension, a child will spend their first day back on Positive Play and Lunchtime Support to support their transition back into school.

8.3 Internal suspension

Internal suspension may be used in certain circumstances. Only the Headteacher or Deputy Head can agree this sanction. An internal suspension may be used in the following circumstances:

- A pupil deliberately throws/ drops an item off the upper balcony
- A pupil swears directly at a member of staff
- A pupil is repeatedly sent for 'time out' with no improvement in their behaviour

When a child is internally suspended, parents/ carers must be informed. The child will spend the day working out of class completing work set by their class teacher and they will spend break and lunch writing out the Five Star Promise.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid 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. These may include:

- 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 recognised medical needs (such as severe eczema)
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory rooms) or quiet areas where pupils can regulate their emotions during a moment of sensory overload

9.2 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.

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

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

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

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

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

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

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

The Local Authority's Local Offer can be found [here](#).

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings following suspension
- Daily contact with the pastoral lead
- A Behaviour Diary with personalised targets

11. Pupil transition

11.1 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) during the summer term. Pupils moving onto secondary school will access transition through their next school.

Children who the school identifies as requiring additional support during transition will be given the opportunity to access extra transition sessions.

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.

12. Training

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

- › The proper use of restraint (Team Teach)
- › The needs of the pupils at the school (SEND and inclusion)
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including 'Time Out' from the classroom
- › Attendance, permanent exclusions and suspensions (including internal suspensions)
- › Use of alternative provision settings and managed moves
- › Incidents of use of physical restraint (Team Teach)
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed by the Headteacher.

The data will be analysed from a variety of perspectives which might include:

- › 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.

13.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Child protection and safeguarding policy

- Anti-Bullying
- Acceptable Use of the Internet
- Staff Code of Conduct

Appendix 1: written statement of behaviour principles

The '4Rs and 2Cs' underpin our behaviour management system. These are:

1. Rights

We expect members of our school community to behave in a way that allows others to enjoy their rights in peace. These rights are namely:

- The right to teach and learn in peace.
- The right to feel safe
- The right to be treated with respect
- The right to be listened to

No-one is allowed to take away your rights

2. Responsibilities

You cannot enjoy your rights at the expense of other people's rights. We all have **responsibilities**.

For the purposes of positive behaviour management within this school community we teach our children that they are responsible for:

- Their own behaviour
- Behaving in a way that allows others to enjoy their rights
- Helping to make our school a calm and peaceful place

3. Rules (The 'Five Star School Promise')

Our Five Star School Promise is the embodiment of the school rules. The promise is displayed in classrooms and around school.

I promise to:

- keep my hands, feet and other objects to myself
- speak kindly and be polite
- respect the environment and be safe
- always do my best
- stop, look and listen when someone speaks

4. Routines

We have a number of regular practices, which we proactively teach to our children. These are in place to allow events to run smoothly and are detailed below as appropriate.

1. Choices

We are all free to make our own choices. People choose their behaviour. We teach our children that good choices lead to good consequences (rewards) and poor choices lead to bad consequences (sanctions).

2. Consequences

Every time we make a choice there is a consequence. This is true in life and in school. Consequences within school are largely constructed and so are artificial. We ensure that when deciding the consequences of a child's actions that:

- they are fair
- they are reasonable
- they are in the person's best interest in terms of helping them make better choices
- they are related to the event making the connection obvious
- they are well known to all and predictable so people can make informed choices

Specific consequences are detailed within this policy as they become relevant. The '4Rs and 2Cs' is displayed around school and in classrooms.

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

This written statement of behaviour principles is reviewed and approved by the full governing board annually.