

St Oswald's CE Primary School and Nursery

Behaviour Policy



Our Vision

Looking at Jesus as our example, he demonstrates how to live out our Christian values; **inspiring** hope and ambition; **embracing** challenge and difference; **succeeding** by achieving excellence in one's self.

Inspire, Embrace, Succeed

'I have come that they may have life - and life in all its fullness.'

John 10:10

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Key Principles of Behaviour Management (The how)

Some parts of this policy have been written specifically for children, other parts are for adult guidance.

However there are three key principles which underpin the policy:

1) Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, students, parents, governors about which expectations are non-negotiable.
- All students have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps us to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2) Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with students and parents/carers.
- If we want our students to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide students with honest and sensitive feedback on their own learning and behaviour.

3) Being Assertive

- We believe we all have rights- teachers have the right to teach, students have the right to learn.
- Students and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff requires support from each other and outside agencies in order to support individual students through learning and making changes in behaviour

Behaviour Policy Statement

St Oswald's is a Church of England Primary school. At the heart of our ethos is John 10:10: "...I came so that they may have life and life to its fullest" In order for all to achieve their potential we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy teaches self-discipline not blind compliance.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [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:

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

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

3. Definitions

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework as set out in the school's homework expectations
- › Poor attitude
- › Incorrect uniform

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour 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/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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)
 - Mobile phones and similar devices

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

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

5. Roles and responsibilities

5.1 The governing board (Local Academy Board LAB)

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

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

5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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 repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Our overall approach to supporting students to behave well: The School Rules

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our school. **The School Rules** form the basis of whole school and classroom rules and are a vital part of setting clear expectations throughout the school (these rules need to be used to shape the classroom rules, expanded but not changed, at the start of the school year).

It is important that these rules are discussed and referred to as part of all behaviour management strategies.

- **Be Ready**
- **Be Safe**
- **Be Respectful**

Non-negotiables

Consistency is crucial for our students. It is the consistency that builds safety as students feel safe in knowing what to expect. Consistent behaviour from staff is essential. Consistency is a requirement in all that we offer at St Oswald's and includes:

- Being relentlessly positive and remaining professional when confronted by challenging behaviour.
- Building relationships with all students regardless of the challenges they may present.
- Always redirect learners by referring to "Be Ready, Be Safe, Be Respectful".
- Monitor behaviour using agreed systems.
- Never walk past learners who are behaving badly.
- Model positive behaviours/relationships.
- Notice and acknowledge every child, every day e.g. greeting children at the door.
- Engage and challenge students during every lesson.
- Lead children through sanctions calmly and clearly
- Prevention is preferable to sanctions – de-escalate using scripts to guide.
- Follow up every time, retain ownership and engage in reflective dialogue.
- Don't leave students outside of the classroom or outside of the staff room.
- Address the root issue, not the secondary behaviour.

Remember: All behaviour is communication.

Playtime and lunchtime management and organisation

Good playground management and organisation should create and sustain a positive and secure environment in which students can socialise play successfully and so be less inclined towards unacceptable behaviour.

In the Playground

A good playground is clean, tidy and stimulating and is arranged so that:

- Games are easily accessed and managed
- Zones for different activities are clear to everyone
- There is good visual access to focal points
- There are good opportunities for students with visual, audio or physical disabilities to participate

Management Skills

Students should be encouraged to share responsibility for their playground and the children should learn how to apply our rules (**Be safe, Be ready, Be respectful**) to the playground situation. The example that the staff sets should not be underestimated. High expectations of acceptable behaviour and peer relationships should be evident and will help to foster an atmosphere of mutual respect and understanding. Within the vast range of aspects of playground management, three key factors need to be noted: calmness, clarity and consistency (see section 6).

Our staff will:

- Be consistently fair
- Show genuine interest in the individual and always be prepared to listen
- Try to avoid public discussion
- Try to identify the cause of the situation to help clarify the problem
- Use the lunchtime Liaison Book to keep a record of observed behaviours
- Provide a time and place for cooling off if appropriate
- Communicate with class teachers so that they are aware of issues but do not expect them to always deal with them.

Playground issues should be dealt with in the playground where possible.

If children repeatedly refuse to cooperate with lunchtime staff, then they will be referred to a member of the SLT. Where repeated patterns of behaviour are emerging, other strategies will be put into place to support the individual. Discussions will take place with parents so that they are fully informed but also able to support any behaviour plans implemented.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones and other devices (including smart watches)

Please refer to our mobile phone policy.

7. Responding to behaviour

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 behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Be consistent in rewarding both good behaviour and good work
 - Be consistent in applying the school rules

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.

7.3 Responding to good behaviour

At St Oswald's CE Primary School excellent conduct is valued, appreciated and recognised. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/ carers via a phone call or written correspondence
- Certificates, prize ceremonies or special Worship services

- › Team points
- › Stickers
- › Positions of responsibility, such as monitor status or being entrusted with a particular decision or project
- › Whole class or house group rewards, such as a popular activity

Celebration

A Collective Worship service where we celebrate success is held each week, usually on a Friday.

Awards include:

- Attendance certificates, for good attendance
- Certificates for good work, regular reading and behaviour
- Times Table Rock Stars
- House team awards

At the end of a term there is also a celebration of good attendance assembly.

Team Points

Each child is allocated to one of four teams (Hill, Baxter, Plant and Brinton). Team points are awarded for quality of work, displaying a strong work ethic and their contribution during the lesson. Team points should be displayed in class, they are counted each week by Team Captains and the winning team is announced in celebration assembly. At the end of a term the winning team gets a “top team treat”. Children receive a Bronze, Silver, Gold or Platinum award once they have reached a set number of team points (50, 100, 150 and 200).

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

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

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

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- › A verbal reprimand and reminder of the expectations of behaviour
- › Sending the pupil out of the class
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Missed break or lunchtime play, or part of these (pupils will be required to reflect on their behaviour)
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents/carers
- › Agreeing a behaviour contract

- › Putting a pupil 'on report/ behaviour tracker'
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusion, in the most serious of circumstances

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.

Some sanctions are much more serious than others. Therefore, some sanctions can only be applied by more senior members of staff and some only by the headteacher. When these local sanction routes are exhausted then St Oswald's CE Primary School and Nursery may instigate the following as appropriate:

Person Responsible	Action	Details
SLT	Removal from class	<p>Removal is where a student, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a senior leader. We may use removal and align with the guidance in the DfE's Behaviour in schools: advice for headteachers and school staff 2024 document when doing so.</p> <p>Removal is different from circumstances in which a student is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this.</p> <p>The use of removal will allow for continuation of the student's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the student. Parents will be informed on the same day if their child has been removed from the classroom.</p>
Headteacher	Managed move	<p>See the exclusions and suspensions policy for full details.</p> <p>Sometimes, a student will benefit from a fresh start at a new school. A managed move aims to support this new start.</p> <p>The behaviour of students outside school can be considered as grounds for a managed move.</p>
	'Off-site direction'	<p>See the exclusions and suspensions policy for full details.</p> <p>The headteacher can require a student to be educated off the school site to improve the student's behaviour. This will be discussed with the student and their family, but students and their parents do not need to agree to the off-site direction.</p>
	Suspensions and permanent exclusions	<p>See the exclusions and suspensions policy for full details.</p> <p>When a student returns from a fixed-term suspension there will be a meeting between the student, parent and a representative of the school. The aim of this meeting is to work together to prevent more exclusions.</p> <p>The Headteacher may permanently exclude in line with the Department for Education's Statutory Guidance. A permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy and where allowing the student to stay in the school would seriously harm the education or welfare of the student or other students in the school.</p> <p>The decision to give a suspension or permanent exclusion is a very serious one. The headteacher will always take the context and circumstances into consideration. It is not possible to list all of the reasons that a student could be excluded, but reasons are likely to include:</p>

		<ul style="list-style-type: none"> • serious violence, actual or threatened, against a pupil or member of staff • bringing onto academy premises or being found in possession of a weapon or illegal/recreational substance • bullying/cyberbullying or other harmful online behaviour • sexually inappropriate behaviour, sexual abuse or assault • threatening others – physical or verbal • deliberate involvement in or instigation of conflict • verbal aggressiveness • wilful disobedience or serious disrespect to a member of staff • stealing • knowingly possessing stolen property • vandalism and destruction of property • consistently disrupting learning • misusing fire alarms or extinguishers • smoking (including shisha pens or e-cigarettes) drinking alcohol, using or distributing drugs or other illegal substances • cheating in a test or exam • any other one-off behaviour considered by the Headteacher to be exceptionally serious. <p>The behaviour of students outside school can be considered as grounds for exclusion.</p>
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There are a number of strategies that a teacher can use for the normal day to day behaviour problems that can exist in any class. Teachers should insure that sanctions protect the student's self-esteem and maintain a healthy relationship between student and adult.

The behaviour system

The behaviour system, when used effectively, is a good tool to manage behaviour. **It is not used to reward academic achievement etc. (other systems are used for this).** To ensure consistency across the school, staff will follow the card system guidelines and promote our school rules. Each classroom will have a yellow and red card that will sit on the teacher's desk. All red card behaviours must be recorded on CPOMS.

Teachers will issue yellow and red cards verbally to children and place the child's name on either the yellow or red card according to the step they are on. The cards are not displayed publicly, they should remain on the teacher's desk. All children regardless of where they ended the previous day should begin with a fresh start.

First Warning

A Verbal reminder will be given. This will be related to our school rules. For example:

- Are you ready to learn
- Are you being respectful?
- Are you being safe?

Step 1

•First warning or reminder

- My teacher has given me my first reminder or warning. I must think again and make the right choice.

Issuing a yellow card

When issuing a yellow card, name the behaviour, ask the child to think again and make the right choice.

Relate this to our school rules.

E.g. You have continued to be distract others, you are not ready to learn. This is a yellow card behaviour.

Think again and make the right choice.

Step 2

•Yellow Card

- I must think again and make the right choice.

Issuing a red card

When issuing a red card, name the behaviour, specify the sanction and advise the child to make the right choices. Relate this to our school rules. The teacher will inform parents and record the incident and outcomes on CPOMS.

For specific red card behaviours, SLT will be informed and further sanctions may apply.

Step 3

•Red Card

- I will have a consequence for my behaviour and I must think again and make the right choice. My parents will be informed.

Repeated poor behaviour

SLT informed: For repeatedly poor behaviour either on the same day or over a period of time, SLT involvement may result in further sanctions and/ or loss of privileges. Child may go on report and a behaviour tracker used until behaviour improves. Parents will be informed by SLT.

Step 4

- I will need to speak to the Headteacher or Deputy headteacher about my behaviour and I may receive another consequence. My parents will be informed.

Emergency Red Card System

If a child is in crisis and a danger to themselves or others another adult should be notified using the Red Card system. A child should be sent, with a red card, to the closest available adult. For this purpose, red cards are positioned in all classrooms and lunch time staff carry red cards. It is the responsibility of that adult to assess what is happening, offer or seek further support.

Unacceptable Behaviour (red card behaviours)

There are some actions that if children are caught doing they will be issued with a red card immediately. They may include amongst any others that the headteacher deems as a red card behaviour:

- Spitting
- Swearing
- Defiance
- Physically hurting someone
- Fighting
- Bullying (verbal and physical). For example, including cyber-bullying, prejudice-based, discriminatory bullying and name calling.
- Stealing
- unsafe behaviour
- Damaging property
- Not being where they should be

All red card behaviours will be recorded in line with the school's recording system, CPOMS and parents will be notified regarding unacceptable behaviour.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

7.6 Searching, and confiscation

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

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

The authorised member of staff may use a metal detector to assist with the search.

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- › Desks
- › Lockers/ drawers
- › Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/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 whether 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 whether, 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 or a member of the senior leadership team will make the report.

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

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

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.

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 and Allegations of Abuse against Teachers and other Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff.

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

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

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

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

- › Use of Teaching Assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Pupil support units
- › Multi-agency assessment

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

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.

Please refer to the DoWMAT Suspension and Exclusions policy for more information.

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 take its legal duties into account 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.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans for pupils with visual or hearing impairment
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding children with SEN
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether 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.

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.

If a pupil has been removed from the classroom, spent time in a pupil support unit or in another setting under off-site direction, or following a suspension, support strategies could include:

- Reintegration meetings
- A report card with personalised behaviour goals
- A behaviour tracker

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

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
- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching 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 regularly by the Senior Leadership Team and acted upon accordingly.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the LAB 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 LAB.

14. Links with other policies

This behaviour policy is linked to the following policies.

- › Suspensions and Exclusions policy
- › Child protection and safeguarding policy
- › Positive physical intervention policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: De-escalation Scripts

You seem to be quite cross/angry/sad/frustrated at the moment, perhaps you need to use your time out card and keep yourself safe.

To stay at your table you need to following instructions and do your work. If you're not ready to do that then use your time out card and go to our safe place to keep you in.....Zone

I know you can use time out sensibly and then come back to class and carry on with your work. I think you need to use time out now to be safe.

I'll be very proud/impressed if **X** can take himself/herself to time out and use the time to calm.

It seems that you're not ready to work in our class and you need to take yourself to time out to keep you safe.

You are in red zone and need to go to time out. Can you take yourself or do the grown-ups need to help you? We'll give you 30 seconds/1 minute to make a good choice.

The grown-ups are making the choice. You need to go to time out. Can you take yourself or do the grown-ups need to help you to the safe place?

2) When in Time-out, in Crisis

The grownups have taken you to have some time out to keep you safe (if PPI is used).

I can see that you are finding it difficult at the moment. When you are ready and calm we can talk about what has happened. (A turn of the timer may be helpful here to give a time guide.)

I need **x** to show me a calm boy/girl with 5 minutes calm sitting.

I can understand that **X** is feeling cross/frustrated/angry/sad right now. When you are calm you can have the 'put it right 'work'/calm down box **or** you can have the calm down box/activities to help you get your feelings under control and reflect.

The grown-ups care about **X** and are sad to see you so angry/cross/sad. When you have sat quietly for 5 mins we can talk to **x** and give your calming down bag to help you.

3) When in time out and calm/calming

You have done a fantastic job of sitting calmly and quietly. Would you like the calming down box/activities to help keep yourself safe?

It is lovely to see you making your good choices and keeping yourself safe. Well done.

You have sat nice and calmly for 5 minutes. I would like to explain to you about your put it right/reintegration work. Are you ready to talk to me or do you need a bit more time to keep you safe?

I am really proud/impressed with how quickly you have calmed. I can see that you were very frustrated/angry/sad but you have been able to calm quickly and keep yourself safe. Well done.

I can see that you were/are angry/sad/cross/frustrated about being in red zone but you are doing a fantastic job of keeping yourself safe and calm.

I can see that you are still an angry/sad boy or girl and that you need 5 more minutes to keep you safe.

We are looking forward to having back in class where you can be ready, safe and respectful