Barham Primary School

Behaviour Policy

Safe, Happy, Learning

At Barham Primary School we have the right to:
Article 19: Be Safe
Articles 28 and 29: Education

Policy summarised by	**Behaviour Lead**
Link Governor	**Daksha Thanki**
Date	**September 2025**
To be reviewed	**September 2026**

…..Embedding Excellence

Contents

1. Aims 2
2. Legislation, statutory requirements and statutory guidance 2
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 6
6. School behaviour curriculum 8
7. Responding to behaviour 9
8. Serious sanctions 17
9. Responding to misbehaviour from pupils with SEND 19
10. Supporting pupils following a sanction 20
11. Pupil transition 21
12. Training 21
13. Monitoring arrangements 21
14. Links with other policies 22
Appendix 1: written statement of behaviour principles 23

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- 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 like 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 items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - 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)

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 or gaming sites

Our approach at Barham is based upon preventing all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying) through a robust RSE curriculum taught consistently across the whole school.

Strategies for Reducing and Eliminating Bullying

Reasons for being a victim of bullying may include:

(i) Race / Sex / Class;
(ii) new child in school;
(iii) child with family crisis;
(iv) disability or difference of any kind;
(v) children who are not assertive (timid), unlikely to fight back, children with few friends, anxious or fearful children, younger children and those outside a group.

Reasons for being a bully may include:

(i) someone being a victim of violence
(ii) a person enjoying the use of power / creating fear
(iii) a child with low self esteem
(iv) a child copying behaviour seen at home or on television

We firmly believe that prevention is better than cure, so we:

(i) have organised/'zoned' playground activities with adult led and supervised team games as well as resourced quiet areas;
(ii) the use of peer mediators, playground buddies and play leaders ;
(iii) regular training for staff in behaviour management, including identifying and dealing with bullying;
(iv) a Personal Social, Health & Citizenship Education curriculum which addresses social issues such as bullying and an annual anti bullying week; students are taught to be assertive, considerate and confident.
(v) regular class circle time which is used to address bullying and explore issues of feelings / friendship / asking for help when needed

> Children and their parents are encouraged to report incidents of bullying, homophobic bullying and racism where, either they are the victim or have seen others being bullied: self-referral (this is when a child is directly involved in an incident); peer referral (when a child has witnessed an incident but is not directly involved); parent / carer referral (when a parent raises a concern about bullying). We have clear referral routes for all pupils if they feel victimised.

> We actively follow-up incidents as this is crucial to pupils feeling confident that the school has taken the incident seriously and that action will be taken. All serious, reported incidents are recorded on CPOMS and investigated by the Senior Leadership Team.

> If there are repeated issues involving the same child then the school uses social skills groups, increased playground supervision including peer mediators, play leaders, circle (social and citizenship) times in class, lunchtime clubs and on rare occasions of serious & sustained bullying children can be excluded.

Advice for Parents / Carers

Try to keep matters in perspective and be calm. As children are growing and learning social skills they can fall out and have arguments. This does not always equate to bullying and both sides of a story need to be heard before action is take. We advise parents/carers to follow the school procedures for dealing with incidents and don't try to deal with them themselves as this method poses the risk of being accused of the parents being accused of bullying. Parents who approach other children or parents about issues very often make the situation much worse. Parents are encouraged not to give permission to their children when allegedly bullied to hit back, or to 'toughen up'.

Procedure for Dealing with Bullying

- All complaints to go to the Class Teachers before reporting them to the Headteacher as class teachers are often best placed to have a deeper understanding of the situations and to investigate.
- Members of school staff should establish the circumstances of the incidents by speaking to any adults or pupils who witnessed them. Records should be made of the content of the discussions and witness statements taken where appropriate.
- Stress that watching and doing nothing is supporting (some children prefer this as an option).
- Be aware and directly tackle any racist, sexist or homophobic language. This is unacceptable in our school.
- Involve parents and explain action taken.
- Give support to both the victim and the bully. The victim needs self-esteem and self-value. The bully needs to work with others (co-operation rather than competition).
- Follow up, to support the victim and prevent reoccurrence (monitor closely) by involving the Learning Mentor where appropriate.
- Make clear to parent the unacceptability of bullying, e.g. no 'hit him back' attitude.

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 board
- 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 on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way. Our school aims to provide a happy, safe and secure environment for all those who work in or visit it. As well as the school's aims stated in the prospectus and prefacing curriculum policies, we believe that it is important:

a. for the happiness and smooth running of our school, that we foster positive caring attitudes to one another and the environment;
b. to acknowledge that each and every person who joins the community has a personal part to play and each person's talents will be respected, valued and enjoyed;
c. to support each member who needs help and encouragement, in particular nurturing the self-esteem of all;
d. to listen with care to the views and opinions of one another and to respect and value them;
e. that we respond in a respectful, polite and thoughtful manner to one another; and
f. that we all fulfil their responsibilities whether as pupils, teachers or helpers – with regard to
    I. punctuality,
    II. completing tasks to the best of ability;
    III. taking responsibility for the buildings and equipment; and
    IV. Cooperating with other members of the school community.

6.1 Our Code of Conduct

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

The school has a number of rules, but the primary aim of the behaviour policy is not a system to enforce rules. Rather, it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. The policy supports the school community in aiming to allow all to work together in an effective and considerate way. The following rules have been drawn up following consultations with the children:

Be safe
Be kind
Be fair
Be respectful
Be prepared to learn

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

6.2 We are a Rights Respecting School

In addition, each class is responsible for creating a 'Class Charter' which corresponds to the school behaviour policy and The UNICEF Rights of the Child. These will need to be reviewed annually in September to maintain their relevance and ownership.

Our School Behaviour Charter

We have a right to be safe and responsibility to be gentle and honest.
We have a right to a good education and responsibility to work hard and look after property.
We have a right to give our opinions and responsibility to respect and include others.
We have a right to rest and play and responsibility to listen to others.
We have a right to rest and play and responsibility to respect and include others.

6.3 Encouraging Good Behaviour

As a school we use 'Class Dojo' and class personalised strategies to support our Behaviour Policy (see section 7.3). We are aware of the importance of encouraging appropriate behaviour in school, and also of the different ways this can be achieved.
We recognise that the ethos of the school as a whole is central to establishing and maintaining high standards of behaviour.

6.1 Mobile phones

- Reception to Year 4 pupils are forbidden from bringing a personal mobile phone to school. If a child in these year groups brings a phone to school the agreed procedure is that this will be handed over to a member of staff who will send it to the office for safe keeping during the day. This can then be collected at the end of the day from the office by a parent. Parents will be informed that the school will not be held responsible for the security of a mobile phone brought into school unless they are handed to staff for safekeeping.
- Pupils in Year 5 and 6 are permitted to bring a mobile phone to school, to support safety issues if they come to school independently. All mobile phones should be named and handed into the school office at the beginning of the day and collected at the end of the day. If parents want their child to bring a phone it is on the understanding that they agree with the following limitations on use, namely:

  • Mobile phones must be switched off at all times during the school day, including break and lunchtimes, and remain off whilst pupils are on the school premises.

  • It is not permitted to film, photograph anyone on school grounds.

  • The phone will be kept in the main office during the day.

  • The school will not be held responsible for the security of a mobile phone brought into school unless they are handed/ sent to the office for safekeeping.

  • Content on the phone (e.g. messages, emails, pictures, videos, sound files) will be shown to a teacher when requested.

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

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

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:

- Teachers congratulate children
- Teachers give children Class Dojo Points
- Teachers award stamps, stickers to children for consistent good work or behaviour, and/or to acknowledge outstanding effort and acts of kindness in school
- The Early Years Foundation Stage (EYFS) has weekly 'Star of the Week' Assemblies where public mention and note is made of good examples, both of work and behaviour.
- Comments or stickers in children's work are awarded.
- The children are given public praise, in front of peers/parents and carers
- There are regular 'Special Mention' Assemblies where public mention and note is made of good examples, both of work and behaviour.
- Children receive reward certificates or stickers for particular achievements. (Adults can respond to children wearing stickers, as an opportunity to give extra praise.)
- Children's achievements are recorded. (These can be used at parents' evenings and to inform end-of-year reports.)
- Children are given opportunities for greater responsibility in school: e.g. playground buddies and other jobs of responsibility within the classroom or around the school.
- Children are given specific privileges in the use of school facilities or equipment.
- Dining staff and Learning Assistants (LAs) give out stickers and Dojo Points for good behaviour in the dining hall or in the playground at lunchtime.

NB food and sweets are not part of the reward system.
We always try to understand the reasons for the misbehaviour, so that we can deal with it most effectively.

ClassDojo encourages and praises classroom and school values. Each student has a profile with their own avatar to which teachers can assign positive and negative points (although negative dojos should remain exceptional and class teachers must be able to give the rationale to parents for a negative dojo). The programme can be operated from a computer or tablet and each time teachers award a

point an (optional) sound plays to alert the class. ClassDojo allows teachers to give children feedback nearly instantaneously. Children recognise the sounds that are played when Dojos are awarded and love being acknowledged for their hard work. Parents also have logins so that they can view their child's achievements from home. Allowing parents to keep up-to-date with their child's progress tightens the feedback loop between teacher, student, and parent although not replacing face to face meetings whenever relevant.

Teachers' expectations:

- Create and share ClassDojo with members of SLT and Year groups in order to reinforce consistency throughout the school
- ClassDojo must be used in a careful, sensitive way that encourages social and emotional learning
- Ensure that ClassDojo is just one tool in the teacher's classroom management resources, and that other tools like individual conversations about problems and smiles or a quick word of praise for good behavior are used
- Negative points should be a source of discussion to allow pupils to understand what it is that has resulted in them losing a 'learning' point (for example, not completing homework). Children can then come up with a solution that may allow them to gain a positive point. Teachers must consider carefully the Dojo categories and go over them as part of the orientation week in September so children are clear about what is expected of them.
- Supply and PPA teachers (who cannot access Dojo) will tell the class teacher or the children to add Dojos following a lesson or after being spotted doing the right thing around the school

Parents' expectations:

- Newsletters are published on the school website and important information is sent to parents via letters and text messages when applicable. It is important that parents have a look at the school website or school letters before considering messaging the class teacher
- ClassDojo is not a social media site
- Messages to class teachers should be limited and only used in the case that parents cannot talk to the class teacher in person. Teachers will access ClassDojo during school hours therefore parents shouldn't expect a response at the weekend or during evenings

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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Negative Dojo Point
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime

- Detention at break or lunchtime,
- 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
- Agreeing a behaviour contract
- Putting a pupil 'on report' through smiley charts or any other relevant and personalised approach
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, 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.

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 on CPOMS and reported to parents

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, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers/trays.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

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

- Desks
- Lockers/trays
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

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 / 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

8.1 Minor infringements

These will be dealt with by the adult responsible for the child at that time; class teacher; learning assistants on playtime duties, etc… sanctions to be used (in increasing order of seriousness) are:

- a verbal rebuke;
- withholding praise, if it is not deserved; e.g. Dojo Points
- repeating a task, if not done satisfactorily
- losing a privilege; e.g. losing Dojo Points
- For persistently disruptive behaviour the child receives a verbal warning; then they receive a 2nd verbal warning and miss playtime or 'Time out' i.e. having to sit apart from rest of class for a time

1. If misbehaviour persists, concerns are then shared with the Year group leader who will support the Class teacher. This might include sending the child to the Year Group Leader's classroom for some reflection time.

2. More serious contraventions of rules and all instances of 'unacceptable behaviour' must be recorded on CPOMS; reported to the phase leader/ associate headteacher and dealt with in a more formal way as follows:
    - For serious incidents or continued disruptive behaviour the child is given a Red card and the incident is recorded on CPOMS and actions put in place as a result. The incident is shared with the Phase Leader and SLT. E.g. physically hurting another child, fighting, spitting, swearing, e-safety breach, racism, bullying, etc…
    - Withdrawal of a major privilege.
    - Withholding participation in a school trip or sports event that is not an essential part of the curriculum.
    - Removal from place of problem for a longer period.
    - Phone call to parents.
    - Discussions with parents. (A meeting is arranged with the Associate Headteacher, Class teacher and Parent if and when a child has been on RED (as logged on CPOMS 5 times or more in a half-term.)

Other considerations:

- If a problem of behaviour is exhibited on a regular basis (either in or outside of the classroom), then it may be worthwhile informing parents at an earlier stage.
- If the problem persists then the Special Educational Needs Coordinator (SENCO), Nyasha Brackett-Thomas, will be involved and maybe outside agencies such as the Behaviour Team / Educational Psychologist. For some pupils who have a range of needs that require support from different agencies, it may be appropriate to assess those needs by using the Common Assessment Framework (CAF). Stage 5, the last resort, is an **in-school** exclusion of half a day/a full day or an out-of-school exclusion for two days leading possibly lead to a permanent exclusion.
- We avoid punishment of a whole group of children and encourage flexibility in the application of sanctions to suit individual circumstances.
- We are careful not to damage relationships and children's self-esteem by the use of sanctions.
- Problems with behaviour are more likely at certain times of the day, usually when children are not actively involved in the classroom. We should all be aware of the potential for problems, and try to minimise them. Such problems include the following.
    - When pupils wait in line and move about the school (e.g. for Assembly, PE, Dinner Time)
    - When pupils go out to play and come back in
    - We should also be aware of ways of defusing potentially 'high risk' situations, by removing individual children from a likely source of conflict (e.g. playground) for a short period of time.

8.2 Time out to SLT or Detention

Pupils can be issued with detentions during break or lunchtimes.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a time out or detention, the school will consider whether doing so would:

- Compromise the pupil's safety

8.3 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of SLT and will be removed for a maximum of 1 hour.

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

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

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

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

- Use of learning assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support plan
- Multi-agency assessment

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

8.4 Suspension and permanent exclusions

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

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

Please refer to our 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned such as:

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

9.2 Adapting sanctions for pupils with SEND

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

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

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

http://www.brent.gov.uk/localoffer

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the learning mentor or parent liaison officer
- A report card with personalised behaviour goals

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 related 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:

- Effective strategies in the classroom
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and 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 headteacher and full governing board.

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:

- Exclusions policy
- Child protection and safeguarding policy
- Restrictive physical intervention and positive handling of pupils policy
- SEND policy
- Equal Opportunities policy
- Mental health and wellbeing policy
- First aid policy
- Disability statement and accessibility plan
- Intimate care and toileting policy
- Supporting pupils with medical needs policy

Appendix 1: written statement of behaviour principles

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

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

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