

Behaviour Policy and Statement of Behaviour Principles

Meare Village Primary School



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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

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](#)
[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
 - Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
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- 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

Non statutory guidance

Education Endowment Fund – Improving Behaviour in Schools Guidance Report

3. Definitions (*specific examples in table in section 7.4*)

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, at break and lunchtimes, in after/before school activities, school trips, school events
- Non-completion of classwork or homework
- Poor attitude to pupils/staff and their work
- Bringing items to school such as aerosols, sweets, toys, chewing gum, trading cards (New items may be added at a later date – parents will be informed of any additional items)
- Incorrect uniform including school PE kit (This is particularly important because children come to school dressed in their PE kits two days per week)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules or school charter/class rules or class charter
- 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 / violence against pupils or staff
- Smoking including vaping
- 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, including 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)

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 or gaming sites

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

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 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 behaviour 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
- Take an active part in a child's de-escalation plan
- 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 join the school mid year.

6. School behaviour curriculum

Our approach to behaviour is based on the following recommendations which are outlined in the Education Endowment Fund 'Improving Behaviour in Schools' Guidance report. The recommendations in the report focus on three areas. The first area focuses on strategies to prevent misbehaviour. The second focuses on how to deal with the inappropriate behaviour and the third focuses on the importance of consistency and coherence of the implementation of the behaviour policy. The five recommendations are:

1. Knowing and understanding the pupils and their influences
2. Teaching learning behaviours alongside managing misbehaviour:
 - **Be resilient**
 - **Be resourceful**
 - **Be responsible**
 - **Be reflective**
3. Using classroom management strategies to support good classroom behaviour
4. Using simple approaches as part of regular routines
5. Using targeted approaches to meet the needs of individuals at school (e.g. de-escalation plans)

Pupils are expected to:

➤ Follow the school rules/charter

- ❖ *Kind words, kind hands, kind feet*
- ❖ *Treat others as you wish to be treated*
- ❖ *Listen carefully, be ready to learn and use inside voices*
- ❖ *Try your best*
- ❖ *Use your walking feet*
- ❖ *Be honest and brave*
- ❖ *Celebrate everyone's success*
- ❖ *Take care of yourselves and the school resources*
- ❖ *Be polite to everyone*

- 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
- Remain in the school grounds and not leave without permission
- 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

Mobile phones may only be brought into school by Year 5 and 6 children (unless agreed with the Headteacher). The mobile phones must be turned off once on school grounds, and handed to the class teacher where they will be placed in the cupboard for the pupils to collect at the end of the day. They can be turned on once outside of the school grounds.

7. Responding to behaviour

7.1 Classroom management

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Be fair and consistent in managing behaviour, following the school policy
- Display the classroom rules/charter
- Develop a positive relationship with pupils, which may include:
 - **Greeting pupils in the morning/at the start of lessons**
 - **Use of adjacent praise**
 - **Establishing clear routines**
 - **Communicating expectations of behaviour in ways other than verbally**
 - **Highlighting and promoting good behaviour**
 - **Concluding the day positively and starting the next day afresh**
 - **Having a plan for dealing with low-level disruption**
 - **Using positive reinforcement**

The school has clear routines in place to support children to have active, happy and safe break and lunchtimes. At Lunchtime there is a 'Lunchtime Club' for children to attend who find less structured times challenging for any reason. This is staffed by a suitable member of staff who will take a walkie-talkie for when/if assistance is required.

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 which is available on the school website.

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.

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:

- **Dojos (2 points related to the four behaviours for learning) leading to a whole class reward. Each class has its own progressive menu of rewards related to dojo points. This may be adapted for Early Years.**
- **Verbal praise and Rainbow Award Certificates**
- **'I've done amazing things' card given in the moment by staff in class or around school (noticing good behaviours)**
- **Accelerated reader certificates, raffle and neon stars**
- **Speaking to parents at the end of the day/phoning parents/sending a class dojo message**
- **Times tables medals**
- **Extra time on the/Bike Track/Trampolines for class weekly attendance winners**
- **PE star**
- **Stickers**
- **Seeing the Headteacher (to discuss excellent behaviour or to show their work)**
- **Positions of responsibility such as Pupil Leadership Team, School Councillors, House/Vice-House Captains, monitors etc.**

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.

Particular examples of behaviours and the behaviour sanctions to be given are below, although this list is not definitive (NB for some children, these behaviours form part of their need)

WHAT WE EXPECT			
<p>➤ Follow the school rules/charter</p> <ul style="list-style-type: none"> ✓ <i>Kind words, kind hands, kind feet</i> ✓ <i>Treat others as you wish to be treated</i> ✓ <i>Listen carefully, be ready to learn and use inside voices</i> ✓ <i>Try your best</i> ✓ <i>Use your walking feet</i> ✓ <i>Be honest and brave</i> ✓ <i>Celebrate everyone's success</i> ✓ <i>Take care of yourselves and the school resources</i> ✓ <i>Be polite to everyone</i> 	<ul style="list-style-type: none"> ☺ 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 	<ul style="list-style-type: none"> ☺ Wear the correct uniform at all times ☺ Accept sanctions when given ☺ Remain in the school grounds and not leave without permission ☺ Refrain from behaving in a way that brings the school into disrepute, including when outside school or online 	
Examples of LOW-LEVEL BEHAVIOURS	1st Time	2nd Time	3rd Time
<ul style="list-style-type: none"> • Fiddling with equipment • Swinging on chair • Calling out • Talking unnecessarily • Not following instructions • Name calling 	➔ A verbal reprimand and reminder of the expectations of behaviour	➔ Moved within the classroom	➔ A set amount of time missed at break / lunch (up to 10 minutes)
Examples of MEDIUM-LEVEL BEHAVIOURS	1st Time	2nd Time	
<ul style="list-style-type: none"> • Ignoring instructions • Wandering around / off • Passing notes • Arguing • Breaking equipment • Refusal 	☹ A verbal reprimand and reminder of the expectations of behaviour	☹ Staying in at break or lunchtime	
	☹ Staying in at break or lunchtime	☹ Talking to parents to replace item at a cost	
		☹ Talking to parents at end of the day	
Examples of HIGH-LEVEL BEHAVIOURS	Consequence		All high-level incidents to be recorded on CPOMS
<ul style="list-style-type: none"> • Throwing equipment • Verbally rude / aggressive (swearing) • Spitting • Violence against another pupil • Violence towards a member of staff • Sexualised behaviour • Serious online • Attempting to abscond 	<ul style="list-style-type: none"> ☒ Referring the pupil to a senior member of staff ☒ Speak to parents /letter or phone call home to parents ☒ Agreeing a behaviour contract ☒ De-escalation individual plan (if behaviours are repeated / deemed a danger to the child and their peers) ☒ Putting a pupil 'on report' (daily/weekly check ins with parents) ☒ Removal of the pupil from the classroom (previously known as 'Internal Exclusion') ☒ Letter warning of suspension (see appendix 3) ☒ Suspension ☒ Permanent exclusions, in the most serious of circumstances 		<p>Parents to ALWAYS BE INFORMED by class teacher or SLT</p>
NB: this is not an exhaustive list			
Children who require it will be given a de-escalation plan due to frequency of mid to high level behavioural incidents			
Needs of the children will be considered – consequences can be decided after a 'dynamic risk assessment' by a member of SLT			

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 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.

Where possible, those staff trained in Team Teach should be called upon to deliver a restraint.

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/Senior Teacher 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.

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

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
- 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

(This is highly unlikely to happen at our Primary School, however, it is included within our Behaviour Policy, so that staff members would know how to manage this if it ever was to occur)

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 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/Senior Teacher 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/safeguarding and managing allegations policies for more information which can be found on the school website.

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

8. Serious sanctions

8.2 Removal from the classroom (previously known as an internal exclusion)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. (Not to be confused with spending some time in a partner class)

Pupils who have been removed will continue to receive education under the supervision of a member of staff instructed by the Headteacher/Senior Teacher 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 nominated member of staff under the direction of the Headteacher. This will generally be for a maximum of one day/half a day.

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 teaching assistants
- Short term behaviour report cards
- Safety plans
- Behaviour plans
- De-escalation plans

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

8.3 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 which can be found on the school website.

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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Individualised timetable that ensures more focus in shorter amounts of time
- Adjusting seating plans/layout of classroom to allow a pupil with visual or hearing impairment to sit near the front of the class
- Adjusting uniform requirements for pupils with sensory issues or who have medical issues such as severe eczema
- Professional development for staff in understanding conditions such as autism, attachment disorder etc
- Use of the nurture room to enable children to regulate their emotions during a moment of sensory overload
- De-escalation plans that take into account the child's triggers and the management by staff to re-direct

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.

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:

- *Use of Teaching Assistants*
- *Reintegration Meetings*
- *Behaviour/Safety plan*
- *De-escalation plan*

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 is 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 impact behaviour*

Behaviour management also forms 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 if appropriate
- Incidents of searching, screening and confiscation if appropriate
- Surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher and reported to the Governing Board

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

- At whole school level
- By year group
- At the level of individual classes
- By time of day/week/term/subject
- 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 body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Managing Allegations policy
- Physical restraint policy
- Anti -bullying policy
- Mobile phone 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 body annually.

Meare Village Primary School



Headteacher: Ms A Isherwood
St Mary's Rd
Meare
Glastonbury
BA6 9SP
Phone: 01458 860228
Email: office@meare.school
Website: meareprimary.co.uk

DATE: _____

Dear _____

Warning of a Fixed Period Suspension

This letter is intended to issue a formal warning that your child _____ has come close to receiving a fixed period suspension from school today. This warning is being given as a result of the following observed behaviours:

-
-
-

As discussed with you earlier today, this means that if there are any further incidents of this nature, _____ is likely to be given a fixed period suspension from school.

I look forward to your support in turning around _____ behaviour so that we can work together to improve this situation.

Thank you in anticipation of your support.

Yours sincerely

Ms Abi Isherwood
Headteacher