Bentley CEVC & Copdock Primary Schools Behaviour policy and statement of behaviour principles

Approved by:	Steering Committee	**Date:** November 2023
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Next review due by:	June 2025	

Contents

1. Aims

This policy aims to:

> Create a positive culture that promotes positive relationships and acknowledges 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, enabling all pupils to become confident individuals, successful learners and responsible citizens

> 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, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude towards others or learning

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence 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

TYPE OF BULLYING	DEFINITION
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 schools actively promote positive behaviour, relationships and friendships ensuring all children experience a safe and happy school life. We embed an inclusive environment which promotes a culture of mutual respect, consideration and care for others, utilising a range of strategies to support the implementation of our school ethos.

Our prevention strategies

- Weekly Collective Worship follows the Christian Values for Life approach. This approach encourages the key skills needed to make reasoned decisions about our behaviour and interaction with others around us. It promotes Christian reflection of how we live our lives and promotes forgiveness and reconciliation, in line with the Christian Ethos of Bentley School, 'know that I am with you always' (Matthew 28:20).

- School Councillors and Head Pupils actively promote the positive ethos of our school every term through a whole school Collective Worship. This focuses on what we can do to ensure positive relationships, making school happy, safe and fun. It also raises the importance of what to do if something happens which a pupil is worried about.

- Annual promotion of Anti-bullying Week, with Head Pupils leading and presenting a dedicated anti-bullying assembly to raise awareness and support to stamp out bullying.

- The School Council have an active role in reviewing and supporting behaviour systems and policies.

- SEAL (Social & Emotional Aspects of Learning) and PSHE work is part of the curriculum for all year groups, embedding important discussions around emotions and safe, healthy relationships.

- Older children in school are trained as Play Leaders or Buddies. They organise and supervise positive play experiences at lunchtime, supporting active engagement in fun activities, particularly for the younger pupils.

- Dedicated and planned nurture provision provided at lunchtimes with a member of staff for all children to access.

- Class colour monster system, allowing children to register their emotions morning and afternoon, identifying children who may need appropriate help/support from a member of staff.

- Our peer mentoring system promotes positive mental health and provides opportunities for children to talk to trained mentors.

- Children are regularly awarded certificates to celebrate their achievements within school. Special 'I've been valued' certificates are awarded by all staff to acknowledge the positive interactions between children.

- Curriculum provision explores differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. We promote awareness of diversity in the way people live their lives, including different family situations, backgrounds and experiences.

- Staff and children challenge practice and language which does not uphold the values of acceptance, non-discrimination and respect towards others.

- Online safety is a key part of our curriculum each term and regular assemblies are led by pupils.

- Children are supported and encouraged to use strategies to help them understand what to do if they find themselves in an uncomfortable situation online. An example is the High Five which has five steps to follow to stop the problem from becoming worse and report.

Within the wider curriculum the school raises the awareness of the nature of bullying through inclusion in PSHE lessons, circle-time, topic work, assemblies and social skills groups, in an attempt to eradicate such behaviour.

Any incidents of bullying will be taken seriously and dealt with as quickly as possible utilising a restorative approach. Staff will do all they can to support both the victims of bullying and the perpetrator, making it clear that the identified behaviour is not acceptable.

Pupils who have bullied will be supported to discuss what happened, establish the harm caused, reflect on what needs to change and how the situation can be positively resolved for all concerned. Parents will be informed to support any changes required.

See Anti-bullying policy for further details.

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 behaviour culture to ensure they understand 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 Child Protection & Safeguarding Policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

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 relative to the school culture and how they can uphold school rules and expectations

> Recording serious behaviour incidents promptly (see Appendix 2 for a behaviour log)

> Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

We aim to work in active partnership with parents, involving them at the earliest opportunity if there are any identified concerns. Parents are encouraged to keep school informed of their concerns by attending parent consultations and by contacting the school directly as appropriate.

Parents and carers, where possible, should:

> Get to know the schools' behaviour policy and Home School Agreement, reinforcing it at home where appropriate

> Support their child in adhering to the schools' behaviour policy and understand the impact of actions on self and others.

> 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, attending parent consultations to stay informed

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 demonstrating the expected behaviour, and the consequences they will face if they don't meet these expectations (see behaviour ladder appendix)

> The pastoral support that is available to them to help them meet the behavioural standards required. A nurture area is available for all children to access during break times and lunchtimes, to further support children.

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

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

6. School behaviour curriculum

The quality of relationships between staff, pupils and other members of the school community is important in establishing a framework of routines and boundaries, understood by all and consistently applied. This creates a positive ethos and promotes excellent behaviour.

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other at all times

> Contribute to a positive learning environment, allowing all pupils to learn effectively in class

> Move quietly, sensibly and safely around the school

> Treat the school buildings, grounds and school property with care and respect. Displays of work, books, equipment and furniture should be looked after.

> 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

> Be aware of the health and safety of themselves and others.

All classes collaboratively agree their own class charter, agreeing expectations to promote a happy and productive learning environment. This details a shared outline of rights and responsibilities for all members of the class community.

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

6.1 Mobile phones

Pupils are not allowed to have mobile phones with them on-site. On arrival to school, any phones must be turned off and handed to a member of staff for safe keeping, in a locked cupboard in the school office. These will be returned at the end of the day and must not be turned on until off the school site. School will not be held responsible for any damage to phones brought into school.

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 expectations and class charter

> Develop a positive relationship with pupils, which may include:

  o Greeting pupils in the morning

  o Establishing clear routines

  o Communicating expectations of behaviour in ways other than verbally, so all can access

  o Highlighting and promoting good behaviour

  o Concluding the day positively and starting the next day afresh

  o Having a plan for dealing with low-level disruption as soon as it occurs

  o 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 [http://www.bentleycopdock.co.uk/page/policies/20734]

7.3 Responding to good behaviour

Children are encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

> Verbal praise to reinforce a sense of personal achievement and positive mind-set
> Communicating praise to parents at the end of the day or via a phone call or written correspondence
> Stickers, certificates, raffle tickets or special awards
> The display and publication of pupil's work
> Positions of responsibility, such as being entrusted with a particular role or project
> Whole-class or year group rewards

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. (see behaviour ladder in appendix)

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.

The key focus will always be to determine what has led to an issue and how it can be resolved positively, ensuring individuals take responsibility for their behaviour, repair any harm done, and restore relationships.

All staff will contribute to pupil behaviour records of significant incidents, to inform judgements about next steps. This will allow a bigger picture to be considered when deciding on action to support an individual child.

- Significant incidents and behaviour records will be factual and dated.
- Records will be stored in a central file.
- If three incidents have been recorded in a short period of time, or a more serious issue has arisen, a restorative reflection sheet (Appendix 2) will be completed by a member of staff and pupils involved. The decision will be made whether to notify parents at this stage.
- If the pupil continues to make wrong choices, parents/carers will be asked to attend a Family Conferencing meeting with the Headteacher/Deputy Headteacher and/ or SENDCo. The conference brings staff, parents and children together to talk about what has happened, who has been affected and what can be done to put things right.

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

> Expecting work to be completed at break, lunchtime or at home

> Setting of written tasks such as an account of their behaviour

> Sending the pupil to a designated space for reflection time

> 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
- 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. 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. Consequences of inappropriate choices will be discussed and decided upon with the pupil before being fully enforced. (see behaviour ladder in appendix)

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 (see Appendix 2 for a behaviour log)

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

7.6 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 and where possible, 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 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.

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

> 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

It is not expected that any member of staff will need to engage a pupil in a strip search. However, Appendix 4 details the process should it be necessary.

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 the 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:
  o Manage the incident internally
  o Refer to early help
  o Refer to children's social care
  o Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information [http://www.bentleycopdock.co.uk/page/policies/20734]

7.11 Malicious allegations

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

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 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 will be supervised by another member of staff, and will be removed for a maximum of 1 session.

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

Pupils should be reintegrated into the classroom as soon as 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
> Long term behaviour plans
> Pupil support units
> 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.

8.2 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 [http://www.bentleycopdock.co.uk/page/policies/20734].

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
> 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 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.

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 a senior teacher
> 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 class or school, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where possible, with the new school.

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 training on managing behaviour, including training on:

> The needs of the pupils at the school
> How SEND and mental health needs impact behaviour
> The behaviour approaches used

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
- surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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 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).

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 pPolicy
- Child Protection and Safeguarding Policy
- Anti-bullying 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 through a restorative approach

> 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.

Behaviour Ladder and Consequences

Behaviours:

Green:
- Not on task or avoiding learning.
- Disrupting others, for example, calling out, being silly, fiddling with things that are not appropriate or walking around the room without permission.
- Not following instructions.
- Poor choices and actions in the classroom or playground.

Yellow:
- Not making a safe choice.
- Lack of respect for people or property.
- Hurting someone (accidental).
- Poor choices for example, teasing, going in other children's lockers.
- Inappropriate conversation or words.
- Repeatedly disrupting others.
- Swearing.
- Being rude to adults.

Red:
- Online bullying.
- Racism.
- Bullying.
- Immediate danger of significant damage to property.
- Immediate danger to yourself or others.
- Physically hurting someone on purpose.
- A one off serious behaviour or extreme reaction to a situation.
- Repeatedly doing the below behaviours.

What might happen?

Green:
- Take unfinished learning home.
- Catch up on missed learning.
- Individual learning space.
- Told how your choices are affecting others using Restorative Practice.
- Support to make better choices.
- A reminder of how to behave following class or school rules.
- Thinking or calming time.

Yellow:
- Parent or carers told.
- Online safety conversation or lesson.
- Do something kind for those who have been upset or affected.
- Catch up on missed learning.
- Say sorry and mean it through your actions.
- Miss part of your lunch play for a restorative conversation or short conference.
- A reminder of how to behave following class or school rules.
- Thinking or calming time.

Red:
- Thinking or calming time.
- Internal isolation completing your learning in another class.
- Restorative meeting.
- Seclusion with parent or carer.
- full conference or restorative practice, which may include parents and others people who can support you.
- You may also all the adults will speak with you.

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Appendix 2:

All staff make a brief written record of behaviour incidents to support monitoring of any low-level concerns or repeated behaviours that could become more serious. These notes are shared with the class teacher and Senior Leadership Team (SLT). If there have been three records identifying a particular child, this reflective log will be completed with an adult and any other children involved.

Restorative Reflection Behaviour Log

Name:_____ **Date:**_____

What happened?

_____

_____

_____

What were you thinking and feeling when it happened?

_____

_____

Who has been affected and how?

_____

_____

_____

What do you think needs to happen next to make things right?

_____

_____

_____

What would you do differently next time?

_____

_____

_____

Serious behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Appendix 3: Strip searches

It is not expected that any member of staff will need to engage a pupil in a strip search. However, Appendix 3 details the process should it be necessary.

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 a 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 Child Protection and 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.

Appendix 4: Restorative Practice

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. It supports pupils to understand how their behaviour affects and impacts on others, enabling them to develop the skills necessary to maintain positive relationships and to resolve disagreements and problems themselves.

The approach used encourages individuals to think about how their behaviour and interactions have affected others and find positive ways of repairing any harm caused. This prevents the focus being solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions for fear of punishment. Children and adults are encouraged to put things right together.
This creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

All members of staff are trained in the key principles of Restorative Practice and understand the importance of modelling positive language and behaviour. Staff take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships. Children also develop deeper appreciation of the values of respect, responsibility, peace, thoughtfulness, friendship, empathy, hope, fairness and love.

The restorative approach - Dealing with inappropriate behaviour

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all involved a chance to have their say and become actively involved in the process of resolution. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there have been incidences between children, key questions will be asked to find out what has happened and how the individuals involved can make things right again or repair the harm caused. Our aim is not necessarily to ask 'Why?' something has happened but to determine what has led to an issue and how it can be resolved positively. Everyone involved in an incident is taken through a Restorative dialogue (see below) and is therefore supported to understand the harm that has been caused to all parties. A brief overview of this dialogue will be recorded using the prompts detailed below.

The Restorative Questions:
What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that? Identify what each person was thinking and feeling at the time, before and since.

Who has been affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g., the school community and families.

What do you think would make x feel better? Identify what those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? Agree and negotiate how the needs identified above will be met and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement where possible. All involved will review it afterwards.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them to develop their own strategies to avoid and resolve conflict. We also believe that if pupils reach their own agreement on how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. Involving pupils in the design of the agreement gives them ownership and helps them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

When consequences are imposed without meaningful discussion, the child is likely to see themselves as the victims of punishment, rather than take responsibility for their original actions. Therefore, children are involved in a restorative conversation to actively decide upon any consequences, ensuring they are constructive and allow the child to learn from what has happened.