



Edleston Primary School  
Denver Avenue  
Crewe  
CW2 7PX  
01270 910325

## **BEHAVIOUR AND STATEMENT OF PRINCIPLES POLICY**

APPROVED BY FGB September 2023

REVIEW DATE September 2024

Updated in response to – [\*'Behaviour in schools: advice for headteachers and school staff 2022\*](#)

### **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

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community, whose values are built on manners, mutual trust and respect for all. A Rights Respecting ethos is embedded and built upon. The school behaviour policy aims to promote an environment where everyone feels happy, safe and secure so they can achieve their full potential.

‘Right to an education that develops talents and abilities.’ Article 29

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school *community in aiming to allow everyone to work together in an effective and considerate way.*

‘Right to respect other people and be respected.’ Article 29

The school expects every member of the school community, adults and children, to behave in a considerate way towards others and uses rights respecting language to promote positive personal and social relationships. We treat all children fairly and apply this behaviour policy in a consistent way.

‘Every child has rights.’ Article 2

Our policy aims to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community and empowered active global citizens.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. Our policy is designed to promote behaviour that is accordance with British values and global attributes, rather than merely deter anti-social behaviour

**Introduction**

At Edleston Primary School we expect children to be polite, co-operative and considerate of others. Staff are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Pupils in Y6 are picked to be head boy and head girl. Edleston Primary School follows the KiVa programme for anti-bullying.

Please also refer to anti bullying policy. We also have a safeguarding pupil committee who meet with our safeguarding Governor once each term.

At Edleston we create a culture and ethos of respect, tolerance, acceptance and diversity. We take the well-being of our children and their safety seriously, we listen to them, act on their concerns and we do not tolerate or accept abuse of any kind. Please also refer to our relationships education, relationships and sex education and health policy.

School and classroom rules are seen as being central to our policy by providing a framework within which the children can operate. Safety aspects are emphasized, along with the need to share and co-operate if everyone is to work and play effectively on the school premises.

All members of the school have the following rights;

- To come to school free from fear of bullying
- To be treated with fairness, courtesy and politeness
- To be listened to and taken seriously
- To operate within a calm atmosphere

### **Rationale**

This document will be an aid to;

- Continuity of approach throughout the school
- New members of staff as they join the school
- School governors and parents

This policy has been developed by staff, in consultation with governors and children.

### **Principles**

Here are the principles of behaviour management which we value:

- Children are individual and responses to behaviour are therefore unique. Principles may remain constant but different children may be dealt with differently.
- Promoting empathy is important. If children truly can imagine or understand what it is like to be hurt or offended, they are less likely to hurt or offend others.
- Discourage the act. Encourage the child.

### **Roles and responsibilities**

#### **The governing body**

The governing body is responsible for:

- Reviewing and approving the school's written statement of behaviour principles [please see Appendix 2]

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

### **The headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body.
- Giving due consideration to the school's statement of behaviour principles [please see Appendix 2]
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **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 (please see Appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the classroom rules
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day a fresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

The senior leadership team (SLT) and behaviour team will support staff with strategies and in responding to behaviour incidents where appropriate.

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

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

We would request that parents attend school to air a complaint or concern. The school's complaints procedure can then be followed if there are any issues with the school rather than air any grievance on social media. Comments on social media sites can cause distress to staff/pupils/parents equally and this is an unproductive way to solve problems.

As a school we would never publish a conversation between a parent and a member of school staff and would ask that parents act similarly.

Published conversations on social media which contain lies, threats or threaten the school's reputation will be followed up. Staff members will be supported to follow up published material which is harassing or defamatory.

Parents are requested to treat staff with courtesy and respect. Parents who are aggressive will be asked to leave the premises and may be banned from the school premises.

We know that the vast majority of children at our school behave really well. Things work best when parents, staff and the whole school work together. Our expectations of behaviour are set out clearly in the home school agreement. It is expected that all parents and the child sign this so those expectations are clear and agreed.

This policy has been approved by staff and the governors, and therefore if after reading the policy, parents have questions regarding the expectations, they should make an appointment to see the Headteacher.

## **Pupils**

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

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

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

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

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

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

Pupils are expected to:

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

### Strategies for Reinforcing 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:**

#### *In the Classroom*

- We feel that class / school rules should be positive, brief and clear.
- Verbal praise whenever children respond appropriately or display desired behaviour.
- Each class will give Dojos as individual rewards. There is a daily class Dojo winner who receives a reward and a weekly Dojo winner who also has a

reward. Parents are given a pass code so they can access their child's Dojos at home so have an up to date picture of their child's behaviour.

- Members of staff also use stickers, charts, reward boxes etc to reward and encourage good behaviour.
- Certificates and stickers are given by the headteacher for achievements.
- We provide stimulating work with extension activities.
- We have a consistent and thoughtful marking policy.
- Circle time [to discuss incidents if necessary].
- Excellent teacher / pupil / parent relationships.
- Teachers and teaching assistants supporting each other and working as an effective team.
- Dojos can be taken away for unacceptable behaviour. If a child is given a C3 they have 3 Dojos taken away, C4 means 4 Dojos etc.

### *In and Around the School*

- Clear and agreed procedures which operate before school starts, at break times and lunchtimes.
- If a child is seen running in school, they are sent back to walk.
- Children are expected to come in and out of assembly in a quiet manner. If this does not happen children will practice in their own time.
- Children are expected to talk respectfully to all adults in school and adults are expected to do the same with the pupils.
- 100% attendance certificates are issued at the end of each term.
- The class with the highest attendance each week gets an extra play time.
- Well done assembly to celebrate achievement.
- Each week one child is mentioned from each class along with a child picked by the Headteacher. These children receive a sticker in assembly and a postcard is sent home informing their parents.
- Children regularly come to the headteacher to show work, talk about kind acts etc.

### *Lunchtimes / outside*

- All Midday Supervisors [MDS] are fully aware of our behaviour policy and are responsible for promoting good behaviour on the playground and reporting any incidents to the class teachers.
- Dojos can be award to recognise good behaviour, likewise incidents are recorded in the purple behaviour files and on dojo.



- Playground rules are displayed which enables MDS and children to refer to them for praise and sanction. We always endeavour to notice good behaviour. Our playground rules are:
  - We treat everyone with respect
  - We look after property
  - We follow instructions straight away
  - We only go on the equipment when it is our turn
- A member of staff from each year group team is out ready to collect their class from the playground at the bell. MDS can then update staff on lunchtime behaviour; children can also see continuity and consistency across all staff.
- MDSs are responsible for completing the purple behaviour files for any consequences given during lunchtime, plus KiVa forms for any potential bullying/friendship issues.

### Strategies for Coping with Unacceptable Behaviour

#### **What is deemed unacceptable behaviour in our school?**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any type of bullying [including cyberbullying, prejudice-based and discriminatory bullying]
- Name calling, including sexualised name calling, sexual comments.
- Sharing of photos without consent
- Harassment, abuse or humiliation used to initiate a person into a group
- Sexual violence or sexual assault such as 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

- Physical abuse

- Threatening behaviour
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items including: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and 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).

**Behaviour sanctions. [How we respond]**

C1	Verbal warning in class/yellow triangle	
C2	Name on rain cloud	1 negative dojo
C3	Name on thunder cloud. Record incident in purple file.	3 negative dojos
C4	Class consequence, decided by the class teacher [ie 10-minute detention at lunch, withdrawal of reward]. Record incident in purple file.	4 negative dojos
C5	In house exclusion for the rest of the session. Record details in purple file.	5 negative dojos
C6	Record details in purple file. Go on behaviour report. This will be reviewed with the class teacher and Lead behaviour every fortnight with parents. A high number of C3-5's can also result in being put on report. If a child is on report they will show their sheet to the HT at the end of every day.	6 negative dojos
C7	Fixed term exclusion.	

**All staff are responsible for the behaviour of all our children.**

If after a verbal reminder [and 2 minute calm down if needed] these behaviours will get the following consequences.	
Not speaking appropriately to an adult or pupil	C3
Being deliberately unkind to another pupil, ie name calling of any kind	C4 and Kiva report
Deliberately physically hurting another child	C5 and Kiva report
Rough play	Start with a verbal reminder, then move through the consequences if the rough play continues. Rough play must not be ignored or accepted.

If a child continues to disrupt the learning of others, we will make a referral to outside agencies for extra support.

Members of staff have the power to use reasonable force to prevent pupils injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Some staff have been trained in positive handling. Records are kept if positive handling techniques are used.

Any incidents where Positive Handling is required, these must be recorded in the purple file and an incident form is completed and handed in to the head teacher to be kept with the pupil's records. Parents will also be informed of any positive handling incidents by a member of staff.

***Please see positive handling policy for further details.***

Class teachers collect their children from the playground at then bell. Middays and teachers can then exchange information on behaviour, and children can see continuity and consistency. Middays are responsible for completing the purple files for and consequences given during lunchtime, also for completing KiVa forms for any potential bullying issues.

Since 2016, Edleston Primary School has adopted the following sanctions which the DfE suggested;

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard.
- Loss of privileges-for instance the loss of a prized responsibility or not being able to participate in non-uniform day.
- Missing break time.
- Detention including; during lunch-time or after school.
- School based community service or imposition of a task-such as picking up litter or weeding the school grounds; tidying a classroom, helping clearing up the dining hall after meal times; or removing graffiti.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed on "report" for behaviour monitoring.
- In more extreme cases schools may use temporary or permanent exclusion.

If there are concerns over behaviour in school, it may be necessary to speak to parents when the child is going outside of school. The parents may be asked to accompany the child on trips or alternative arrangements may be made. These decisions are made on an individual basis and are made by the headteacher.

## **Serious sanctions**

### **Detention**

Pupils can be issued with detentions if they receive a C4 from a member of staff during break or lunch time during term time.

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

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **Removal from classrooms**

In response to serious or persistent breaches of this policy where a child receives a C5, 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.

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of staff and will usually be removed for a maximum of one session.

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

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 via class dojo.

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.

### **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.

### **Positive handling**

Positive handling 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 Positive handling 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 - Please see Positive Handling policy for further details.

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.

**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.

**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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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 – please see Appendix 1 for more info	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

### **How we tackle bullying - KIVA**

We are a KiVa school. This means that we have an evidence-based program in place to prevent bullying and to tackle the cases of bullying effectively. The anti-bullying curriculum we teach to all KS2 children is crucial but also there needs to be a system in place to monitor and tackle any cases of bullying. No prevention efforts will make bullying disappear once and for all; there need to be tools to be utilized when a case of bullying comes to light. The KiVa system includes a format to record any concerning behaviour on - a Kiva Form 1. These incidents can be reported by a member of staff, parents or pupils either involved or witnessing an incident. The behaviour team discusses any cases that have arisen and decide on an appropriate action. Data is also analysed to look for any patterns.

KiVa, which is based on decades of research on bullying and its mechanisms, has both universal and indicated actions embedded in it. The universal actions include the KiVa curriculum (student lessons and online games), are directed at all KS2 students and focus mainly on preventing bullying. The indicated actions are to be used when a bullying case has emerged [as evidenced in the KiVa Form 1]. They are targeted specifically to the children and adolescents who have been involved in bullying as perpetrators or victims, as well as to several classmates who are challenged to support the victim; the aim is to put an end to bullying.

Additionally, as well as the Form 1's being used and discussed to constantly monitor any fallings out/potential bullying cases, the behaviour and attitudes towards bullying in our school [and any changes taking place over time]; are also analysed via an annual online quiz which is anonymous. Together these give our behaviour team, a very clear picture of what life is like for our pupils and what, if any, actions need to be taken.

Please see our Anti-Bullying Policy for further information about the systems and procedures we have in place to help keep our pupils safe from all types of bullying.

### School behaviour curriculum

At Edleston Primary School, we have high expectations for all of our students. We believe that **'Behaviour is a Curriculum'** and is the responsibility of all staff; by teaching students positive learning behaviours and managing negative behaviour in a constructive manner we aim to provide **'Consistency and Certainty'**.

Our approach to behaviour is evidence-based, drawing on the 6 recommendations of the Education Endowment Foundation and other research-led literature. We ask our students to uphold three simple ABC principles in order to succeed:

- **Attend** –Poor attendance can have massive impact on your child. The DfE published research in 2016 highlighting that bad attendance habits can often starts at primary school, and children who fall into this pattern are likely to underachieve at secondary school. Pupils who miss between 10 and 20% of school (that's 19 to 38 days per year) stand only a 35% chance of achieving 5 or more good GCSEs. Compared to 73% of those who miss fewer than 5% of school days. Friendships can be affected by persistent absence, too: it can be hard for a child who misses lots of school to form relationships with their classmates.
- **Behave** – At Edleston we like to recognise when our students do the right things, to praise and reward them for positive behaviours. Our behaviour system is designed to not only provide consistency and certainty, so that students understand what the consequences of their actions will be, but also to provide students with opportunities to reflect on their behaviour as a learning experience. Using class dojo's gives our pupils a clear visual on how they behave and keeps their parents informed too.
- **Commit** – Students at Edleston will be offered a broad and knowledge rich curriculum in lessons but they will also have access to an extensive range of enrichment opportunities. We encourage our students to actively engage with all aspects of school-life to get the most out of the opportunities on offer and to enjoy a more meaningful learning experience.

Positive behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. Teaching what positive and expected behaviour looks like is embedded in our culture



and curriculum. We have clear expectations for what is expected behaviour is as outlined in section before under 'Pupils'.

We also use a range of recognised programs to teach our pupils about ways to manage and develop their own behaviours:

#### Universal [ all pupils receive]

KiVa

Zones of regulation

Commando Joe – character 'RESPECT' curriculum - R- Resilience, E- Empathy, S- Self Awareness P- Positivity, E- Excellence, C- Communication and T- Teamwork.

#### Provision for those with Additional needs

For pupils with additional needs, we can make adjustments to routines, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

Some pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, may need to have adjustment to routines and expectations. are set out in the section 'Also additional support and interventions

#### Targeted [for those with additional needs]

KiVa

ELSA

MeLSA

Behaviour interventions with our school behaviour lead

Support from various outside Mental health charities and practitioners

1:1 mentoring eg Transforming Lives for Good [TLG]

#### **Mobile phones**

In Year 5 and 6, we allow children to bring mobile phones into school if they have parental permission to walk to and/or from school alone.

Mobile phones can NOT be used either on the school grounds or during the school day to mitigate the risks of distraction, disruption, bullying and abuse. Mobiles must be turned off on arrival at school and handed to a member of staff in their class who then brings them down to be stored in the office throughout the day.

If any child is caught using their mobile on school grounds, they will they need to report to the school office daily to hand in their mobile rather than handing them in in class.

Parents/carers should be aware that the school accepts no liability for the loss or damage to any mobile phones or any other 'SMART' device, which are brought onto the school grounds, therefore they should make their own arrangements if they require insurance protection.

### **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 at the bottom of page 4 and in Appendix 4] 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.

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 [listed at the bottom of page 4 and in Appendix 4]
- 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

### **Who will be present**

For any search that involves, 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.

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.

### **Support after a search**

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

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

### **\*Strip searches**

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

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

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

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

### **Communication and record-keeping**

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

the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

### **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).

### **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.

### **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

### **Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

### **Malicious allegations**

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

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

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

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

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

### Responding to misbehaviour from pupils with SEND

#### **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.

Our behaviour team will meet with the class teacher and teaching assistants regularly to offer support and discuss strategies such as:

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

### **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.

### **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.

### **Pupils with an education, health and care plan (EHCP)**

The provisions set out in the EHCP 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 EHCP, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHCP.

### Supporting pupils following a serious sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the a senior leader
- A report card with personalised behaviour goals and celebrating positives.
- Regular communication with parents

### Pupil transition

#### **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.

#### **Preparing outgoing pupils for transition**

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

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

### 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 will also form part of continuing professional development.

### Monitoring arrangements

#### **Monitoring and evaluating school behaviour**

The school will collect data on the following:

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

This data will be analysed every month by Behaviour Team and patterns will be discussed/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

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.

Every month the behaviour team – made up of Head Teacher, Deputy Head Teacher, SENDco, Lead Behaviour Practitioner and Senior Midday Supervisor meet to discuss the behaviour data [incidents in class, playtime/lunchtime and KiVa records] and discuss for any trends or concerns and then any adaptations / interventions that are needed.

#### **Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and governors at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as above).

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the governors annually.

## Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive handling policy
- Anti-bullying Policy
- Positive Handling policy
- Complaints Policy
- Statement of procedures for dealing with allegations of abuse against staff

## Legislation

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

**Please see Appendices 1-4 below.**

## **Appendix 1 – Cyber bullying**

### **What is cyber bullying?**

- Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology.
- It can take many forms, but can go even further than face to face bullying by invading home and personal space and can target one or more people.
- It can take place across age groups and target pupils, staff and others.
- It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images.
- It can include messages intended as jokes, but which have a harmful or upsetting effect.

### **Cyber bullying may be carried out in many ways, including:**

- Threatening, intimidating or upsetting text messages;
- Threatening or embarrassing pictures and video clips via mobile phone cameras;
- Silent or abusive phone calls or using the victim's phone to harass others, to make them think the victim is responsible;
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name;
- Menacing or upsetting responses to someone in a chat-room;
- Unpleasant messages sent during instant messaging;
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites (e.g. Facebook)

### **In some cases, this type of bullying can be a criminal offence**

## **Prevention of Cyber Bullying**

### ***Understanding and information***

- The Head will oversee the practices and procedures outlined in this policy and monitor their effectiveness.
- Staff will be helped to keep informed about the technologies that children commonly use.
- A Code of Advice (see below) will be periodically reviewed and communicated to help pupils protect themselves from being caught up in cyber bullying and to advise them on reporting any incidents.

### ***Practices and Procedures***

- Positive use of ICT will be promoted
- CPD and INSET may be used to help staff develop their own practices and support pupils in safe and responsible use of ICT.
- The school will encourage safe use of ICT, emphasising, for example, the importance of password security and the need to log out of accounts.

- The school will promote the message that asking for help is the right thing to do and all members of the school community will be informed how cyber bullying can be reported.
- Confidential records will be kept of all cyber bullying incidents. These will be in the Kiva file.

### **Responding to cyber bullying**

A cyber bullying incident might include features different to other forms of bullying, prompting a particular response. Key differences might be:

- Impact: possibly extensive scale and scope
- Location: the anytime and anywhere nature of cyber bullying
- Anonymity: the person being bullied might not know who the perpetrator is
- Motivation: the perpetrator might not realise that his/her actions are bullying
- Evidence: the subject of the bullying will have evidence of what happened

### ***Support for the person being bullied***

As with any form of bullying, support for the individual will depend on the circumstances.

Examples include:

- Emotional support and reassurance that it was right to report the incident
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on other aspects of the code to prevent re-occurrence
- Advice on how the perpetrator might be blocked from the individual's sites or services
- Actions, where possible and appropriate, to have offending material removed
- Advice to consider changing email addresses and/or mobile phone numbers
- Discuss contacting the police in cases of suspected illegal content

### ***Investigation***

Again, the nature of any investigation will depend on the circumstances. It may include, for example,

- Review of evidence and advice to preserve it, for example by saving or printing (e.g. phone messages, texts, emails, website pages)
- Efforts to identify the perpetrator, which may include looking at the media, systems and sites used.

### ***Working with the perpetrator***

Work with the perpetrator and any sanctions will be determined on an individual basis, with the intention of:

- Helping the person harmed to feel safe again and be assured that the bullying will stop.
- Holding the perpetrator to account, so they recognise the harm caused and do not repeat the behaviour.
- Helping bullies to recognise the consequences of their actions and facilitating change in their attitude and behaviour.

- Demonstrating that cyber bullying, as any other form of bullying, is unacceptable and that the school has effective ways of dealing with it.

### **Evaluating the effectiveness of counter bullying procedures**

- Members of staff will report any incidents of cyber bullying to the Head teacher.

## **Cyber Safety Code**

### ***Three Steps to Safety***

1. Respect other people - online and off. Don't spread rumours about people or share their secrets, including phone numbers or passwords.
2. If someone insults you online or by phone, stay calm. Ignore them, but tell someone you trust.
3. "Do as you would be done by!" Think how you would feel if you were bullied. You are responsible for your behaviour - so don't distress other people or encourage others to do so.

### ***If you are being bullied***

It is never your fault. It can be stopped and it can usually be traced.

- Don't ignore the bullying. Don't reply, but do tell someone you can trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you seem frightened or angry it will only make the person bullying you more likely to continue.

### ***Text / video messaging***

- You can turn off incoming messages for a couple of days.
- If bullying persists you can change your number (ask your mobile phone provider).
- Do not reply to abusive or worrying messages. You can report them to your mobile phone provider.

### ***Email***

- Never reply to unpleasant or unwanted messages.
- Don't accept emails or open files from people you don't know.
- Don't delete bullying emails – print them or save them as evidence in a separate folder.

### ***Social networking sites, chatrooms and instant messaging***

- Change privacy settings so you can choose who to be friends with and who can see your profile. Don't add anyone you don't know to your friend list.
- Don't use your real name in chatrooms.
- Never give out your photo or personal details, like your address, phone number or which school you go to.

Don't post any pictures or videos you wouldn't be happy for your parents or teachers to see. Once they are online they can be copied and posted in other places where you can't get rid of them.

- Keep your passwords private and don't tell anyone, not even your best friend.



· To report suspicious behaviour online and to learn more about keeping yourself safe online visit [www.thinkyouknow.co.uk](http://www.thinkyouknow.co.uk)

***Always report bullying incidents. Not doing that allows the bully to continue. That's not good for the victims, for those who witness the incidents or for the bully, who may need help to change their antisocial behaviour.***

## **Appendix 2: 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.

**Appendix 3 – behaviour log form**

Name of child	Date	Time/ Lesson	Reason / incident – as much detail as possible	Code C3-C5	KiVa Form Y/N	Staff initials			

## **Appendix 4 – Prohibited items**

Prohibited items include:

- knives or weapons,
- alcohol,
- illegal drugs,
- stolen items,
- tobacco,
- 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).