

Behaviour policy and statement of behaviour principles (Including anti bullying) Mount Primary School



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Contents

1. Aims	3
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Bullying	4
5. Roles and responsibilities	8
6. School behaviour curriculum	9
7. Responding to behaviour	10
8. Serious sanctions	17
9. Responding to misbehaviour from pupils with SEND	18
10. Supporting pupils following a sanction	19
11. Pupil transition	19
12. Training	19
13. Monitoring arrangements	20
14. Links with other policies	20
Appendix 1: written statement of behaviour principles	21
Appendix 2: behaviour process and de-escalation strategies	22
Appendix 3: reflection sheet	25

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

While it is not possible to list all behaviours which may be witnessed, the following gives an idea of the different types and levels of poor/ unacceptable behaviour.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork/ not completing it to the standard they are capable of
- Poor attitude
- Not following the school rules

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking/ vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

***While mobile phones are not banned, only Year 5 and 6 children who are walking to and from school should bring them and they must be given to the teacher on arrival to be locked away during the school day.**

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: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Mount Primary recognises that AI has many uses to help pupils learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

We will treat any use of AI to bully pupils in line with our behaviour policy.

Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Staff are trained to be aware of bullying and vulnerable groups including but not limited to pupils with SEND, LGBTQ+ pupils and pupils who are adopted. When incidents of bullying are reported, the class teacher should investigate in the first instance, seeking support from SLT if bullying is identified.

How will we prevent bullying?

- **Establish a Positive School Culture:** Promote respect, empathy, and kindness through a school-wide code of conduct. This should be explicitly taught and reinforced from the first day of school.
- **Curriculum Integration:** Weave anti-bullying and social-emotional learning (SEL) into the curriculum across all year groups. Topics could include conflict resolution, digital citizenship, and understanding different perspectives.
- **Proactive Education:** Regular assemblies, workshops, and classroom discussions focused on the definition of bullying, its impact, and what to do if you see or experience it.
- **Staff Training:** Ensure all staff members, including teachers, teaching assistants, lunchtime supervisors, and administrative staff, are trained to identify and intervene in bullying situations promptly.

- **Peer Mentoring/Support Programs:** Establish a system where older, trained students can act as mentors or "buddies" for younger pupils. This creates a peer-led support network.
- **Open Communication:** Foster a climate where students feel safe and comfortable talking to a trusted adult about their concerns.

How pupils, parents/carers and staff can report incidents of bullying

- **In-person:** Tell any staff member, including teachers, band leaders and family support
- **Written:** Children can pass a note to a member of staff they feel comfortable sharing information with
- **Phone/Email:** Parents/carers and staff can report incidents directly to the school office or the class teacher via phone or email.
- **Anonymity/Confidentiality:** All reports will be taken seriously and handled with discretion, respecting the privacy of the individuals involved as much as possible.

How the school investigates allegations of bullying

- **Prompt and Thorough Investigation:** All reports will be investigated within a 48 hours
- **Fact-Finding:** The investigation will involve speaking separately and confidentially with the alleged victim, the alleged bully, and any witnesses. A clear record of each conversation will be kept on cpoms.
- **Gathering Evidence:** Evidence will be collected from various sources, including staff observations, witness statements, and, if relevant, digital communications.
- **Fairness and Impartiality:** The investigation will be conducted by a trained, impartial staff member, ensuring a fair process for all parties.
- **Conclusion:** A conclusion will be reached based on the balance of probabilities. The school will communicate the outcome to the involved parties without disclosing specific details of sanctions applied to others, in line with confidentiality.

How the school will react to bullying that occurs off school premises or online

Extended Jurisdiction: The school's anti-bullying policy applies to bullying that occurs off-site or online if it:

- Is between members of the school community.
- Has a detrimental impact on the well-being of a student or the school community.
- Creates a hostile or intimidating learning environment.
- **Digital Citizenship Education:** students are taught explicitly about the responsibilities of online behavior, including cyberbullying, and its consequences.
- **Collaboration with Parents:** If off-site or online bullying is identified, the school will contact the parents/carers of all involved parties to address the issue and work together on a solution.
- **Support and Sanctions:** The school will provide support to the victim and will apply appropriate sanctions to the perpetrator, as outlined in the policy, even if the incident occurred outside of school hours.

How the school records, analyses and monitors incidents of bullying

- **Centralized Record-Keeping:** We log all reported and investigated incidents of bullying on cpoms.
- **Data Points:** Each log entry should include:
 - Date, time, and location of the incident.
 - Names of those involved.
 - Nature of the bullying (e.g., physical, verbal, social, cyber).
 - Action taken by the school.
 - Outcome of the investigation.
 - Support provided.
- **Regular Analysis:** The senior leadership team will regularly review the data to identify patterns, trends (e.g., "hot spots" for bullying, specific types of bullying), and areas for further intervention.

- **Policy Review:** The data analysis will inform and drive improvements to the anti-bullying policy and proactive prevention strategies.

Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable

- **Consistent and Differentiated Sanctions:** Sanctions will be applied consistently but will be appropriate to the severity and frequency of the bullying.
- **Section 7: First Offense:**
 - Initial conversation with the pupil to explain why their behavior is unacceptable.
 - Parent/carer meeting to discuss the incident and agree on a course of action.
 - Restorative justice practices (e.g., a mediated apology or a letter of reflection).
- **Section 8: Repeat/Severe Offenses:**
 - Escalation of sanctions, which may include internal or external exclusions.
 - Referral to a school counselor or external support services.
 - Formal behavior contract.
 - In extreme cases (e.g., physical assault), involving external authorities such as the police.
- **Focus on Education:** All sanctions will be accompanied by an educational component to help the bully understand the impact of their actions and learn alternative behaviors.

How the school supports pupils who have been bullied, and those vulnerable to bullying

- **Immediate Support:** The immediate priority is the well-being and safety of the victim. This includes ensuring they feel safe at school and are heard.
- **Confidential Counseling:** Offer access to a member of the pastoral team for confidential support.
- **Reintegration Plan:** Develop a plan to help the student feel comfortable and safe returning to normal school life, which may include buddy systems or adjusted schedules.
- **Support for Vulnerable Pupils:** Identify pupils who may be at higher risk of bullying (e.g., those with special educational needs, those from minority groups) and provide proactive, targeted support.

Whole-school proactive strategies to prevent bullying

- **Visibility:** Staff are visible and present in key areas like playgrounds, corridors, and lunchrooms.
- **Student Voice:** The School Council empowers students to have a say in policy and prevention.
- **Celebrating Diversity:** We actively promote and celebrate the diversity within the school community through events, themed weeks, and curriculum content.
- **Parental Engagement:** We will host parent workshops and provide regular updates through newsletters with tips on how to support their child and the school's anti-bullying efforts.

How the school trains staff and governors in preventing and handling bullying

- **Initial and Ongoing Training:** All new staff and governors will receive training as part of their induction. Existing staff will receive refresher training annually.
- **Content of Training:** The training will cover:
 - Recognizing the signs of bullying.
 - The school's reporting and investigation procedures.
 - Effective de-escalation and intervention techniques.
 - Understanding the different types of bullying, including online and prejudice-based bullying.
 - How to provide support to victims and perpetrators.
- **Leadership and Governance:** The Governing Body will receive regular reports on bullying incidents, trends, and the effectiveness of the anti-bullying policy. They will ensure the policy is a high priority and is being effectively implemented.

5. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

In order to ensure pupils have a clear understanding of the required behaviour and its importance for the safety of everyone, assemblies and class based sessions will be used to explicitly teach the expected behaviours and examples given to support children's understanding.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- Pupils in Year 5 & 6 with permission to walk home may bring their mobile phones to school but these must be switched off before entering the school and given to the class teacher to be locked away.
- If a pupil is using a phone during the school day, the phone will be confiscated and must be collected by an adult (this includes at school events such as discos)
- Exceptions to the rules may be permitted, e.g. for medical or personal reasons- this must be requested in writing to the headteacher or included in an IHCP

Please see the mobile phone policy for further information

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:

-Greeting pupils in the morning/at the start of lessons

-Establishing clear routines

-Communicating expectations of behaviour in ways other than verbally

-Highlighting and promoting good behaviour

-Concluding the day positively and starting the next day afresh

-Having a plan for dealing with low-level disruption

-Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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
- Dojo house points
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

Individual teachers can also decide on their own reward systems within their classes.

7.4 Responding to misbehaviour

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

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

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

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil to another class
- Setting of written tasks such as a reflection sheet (this may be done during breaktime or lunchtime)
- Expecting work to be completed at home, or 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/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom (internal exclusion)
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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

7.6 Searching and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher/designated safeguarding lead (or deputy) or 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 to determine why the pupil is refusing to comply.

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

- The appropriate adult agrees

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher (or deputy in case of absence) will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:

-Manage the incident internally

-Refer to early help

-Refer to children's social care

-Report to the police

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

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. SLT will be consulted before removing a child unless this is an agreed part of their behaviour/ de-escalation plan.

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 the teacher in the class they are moved to or a member of SLT, and will be removed for a maximum of 15 minutes.

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

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

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

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

- Support from the pastoral team
- Support from outside agencies
- 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 on cpoms, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.2 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include 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 (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Timetable adjustments such as being in the first sitting for lunch or adapted breaktimes

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings/ reflection tasks
- Support from the pastoral team
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

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

- De-escalation techniques
- Trauma informed approaches

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed 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 them.

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). At each review, the policy will be approved by the chair of governors.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and exclusions policy
- Child protection and safeguarding policy
- Mobile phone policy

Appendix 1: written statement of behaviour principles

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

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

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

Appendix 2: Behaviour process and de-escalation strategies

Whole school behaviour process

Actions to take and consequences have been taken from our behaviour policy. Behaviours in the first box have been extended to include concerns outlined above. In line with our policy, positive praise will be used to highlight desired behaviours. De-escalation strategies, as listed in this document, are to be used to diffuse situations when negative behaviour is present.

Behaviour	Action to take	Who is responsible	Consequence
Low-level behaviour Being loud in the classroom Not completing work to a good standard Chatting during independent work Constant giggling Fidgeting with resource Answering adults back Not listening- talking over an adult Shouting during teacher input Children unaware of what to do due to talking Running in corridors Being loud when moving around school Talking when lining up and moving around school	Children will be reminded of expectations when exhibiting low-level behaviour	Teacher/TA who is in class or member of staff on duty	Whole class reminder of expectations Warning - in private
Repetition of low-level behaviour as listed above Not respecting property (including messing in toilets)	Warning (in private), without reminder Continuation of behaviour - log incident of CPOMs, explain to child, in private, the behaviour demonstrated and the consequence	Teacher/TA who is in class or member of staff on duty	Miss 5 minutes of break

<p>Answering staff back after warning (including refusing to move)</p> <p>Being unkind to others (including making others feel embarrassed)</p> <p>Stopping others from learning (including calling across the class, being out of seat)</p> <p>Refusal to complete work and saying no</p> <p>Disrespectful body language - throwing arms up, pulling faces at an adult, rolling eyes</p> <p>Throwing things (depending on the object being thrown)</p>			
Continuation of any of above	Log incident on CPOMs, explain to the child, in private, the behaviour demonstrated and the consequence	Teacher/TA who is in class or member of staff who is on duty	<p>SLT reflection</p> <p>Parental contact - class teacher will call and log conversation on CPOMs</p> <p>On occasions, a child may be taken to work in another class if they are being persistently disruptive. This should be agreed with the band leader or member of SLT</p>
<p>Fighting</p> <p>Scratching, biting or spitting</p> <p>Aggressive behaviour</p>	Inform a member of SLT and log incident in CPOMs	Teacher/TA who is in class or member of staff on duty	<p>SLT reflection</p> <p>Parental contact - class teacher will call and log conversation on CPOMs.</p>

Swearing Stealing Persistently disrupting the lessons so others can not learn Aggressively shouting at others			On occasions, a child may be taken to work in another class if they are being persistently disruptive. This should be agreed with the band leader or member of SLT
Use of homophobic, transphobic or racist language Bullying including online Sexualised behaviour	Inform a member of SLT and log incident in CPOMs	Teacher/TA who is in class or member of staff on duty	SLT reflection Parental contact - SLT will call and log conversation on CPOMs. On occasions, a child may be taken to work in another class if they are being persistently disruptive. This should be agreed with the band leader or member of SLT

De-escalation strategies

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Using 'thank you' instead of 'please' when directing a pupil to do something
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Rephrasing negative "If you don't x..." with positive "If you do x..."

Appendix 3: reflection sheet

Reflection sheet

Name: _____ Date: _____ Staff member supporting: _____

What happened?



What were you thinking and feeling at the time?



_____ Who has been
affected, and how?



_____ What could you have
done differently?



_____ What will you do next
time?



_____ What can you do to
make things right?

- ☐ Say sorry
- ☐ Fix or clean up
- ☐ Talk to the person
- ☐ Something else:

★ Reflection complete. Ready to make a fresh start.