



St. Joseph's Catholic Primary School

Behaviour policy

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1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart 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 Gospel 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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

➤ [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

St. Joseph's Mission Statement

[Love God](#)

[Love Learning](#)

[Love Life](#)

It is a core belief that every child has the right to learn and no child has the right to disrupt the learning of others. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork. St Joseph's school welcomes and encourages the involvement of KCSP, governors, parents and carers.

4. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments



- Sexual jokes or taunting
- Physical behaviour 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
- 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)

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time

➤ **Difficult to defend against**

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

There is no place for bullying at St. Joseph's.

We are determined to deal effectively with bullying of any kind, however it arises. We will not tolerate bullying by anyone within the school community and we will work to support any member of the community who is subjected to bullying by anyone else.

- make extra support available to any children who are having difficulties with relationships - this might include bullies as well as those who have been bullied.

- Explore the availability of support from outside agencies for children having difficulties with relationships.
- raise awareness of bullying as an issue through Circle Time discussions, class discussions and assemblies
- work at raising and maintaining the self-esteem of everyone in the school community through praising their efforts, listening to their point of view and taking them seriously whenever they make a complaint about their treatment by someone else.

We will:

- ensure that the perpetrators are made aware that their behaviour is a form of bullying and that bullying is not acceptable at the school
- adopt a 'problem solving' approach by focusing on finding a solution and stopping the problem recurring it is sometimes possible to give the bully a genuine opportunity to reform and empowers the victim by giving him/her a direct input into finding the solution. This can be done using a 'Restorative Justice' approach where victim and perpetrator meet and discuss their feelings and issues
- keep a detailed record of incidents using CPOMS, so that a full picture can be built up whenever we suspect that a persistent campaign of bullying is being conducted against someone
- inform the Head teacher or member of the Senior Leadership Team of any suspicions if it is believed that bullying is taking place
- involve the parents of both the bully and the victim if serious bullying takes place.
- be sensitive to the needs of the bullies as well as those who have been bullied. Remembering that one of the purposes of our behaviour policy is to make a positive change in children's behaviour, we will do our best to find out why children are bullying and what can be done to help them stop.

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
 - Provides a consistent approach to behaviour management
 - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
 - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
 - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
 - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 staff, 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 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)

6.3 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
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers are expected to:

- 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.

6.5 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 available to them to help them meet the behaviour standards
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Move around the school building in an orderly manner demonstrating 'Wonderful Walking'

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 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.

Zones of Regulation

This is a framework which provides strategies to teach our pupils to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts through support and interventions.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At St. Joseph's we want to teach **all** of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.



We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.)

What are the different Zones?

Blue Zone: low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

Green Zone: calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

Yellow Zone: heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

Red Zone: heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

7. School behaviour curriculum

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.

7.1 Mobile phones

The school's mobile phone policy can be found here: [St Joseph's Catholic Primary School - Statutory information and Policies](#)

8. Responding to behaviour

8.1 Classroom management

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

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded.

Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

Coming into school

How the day starts sets the tone for the rest of the day. At St. Joseph's, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the main gate each morning to greet the children and the class teacher or learning and teaching assistant will be at the classroom door to welcome them into their class.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At St. Joseph's we operate the following system. At the end of the break the whistle is blown – all children stop what they are doing and stand still. Class names are then called out in turn and they line up in their allocated place ready to come in.

8.2 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.

8.3 Responding to good behaviour

Our emphasis is to reinforce the living out of our school motto, Love God Love Learning Love Life to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by: good relationships, a stimulating and engaging curriculum and positive role models. It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

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 class rewards
- Verbal praise from adult - immediate acknowledgement of what the child has done well.

- contact with parents on the playground as well as formally in agreed meetings and consultations.
- House tokens – earned through demonstrating the school motto
- Showcasing learning to another class/staff member.
- Headteacher rewards
- Class rewards
- Whole school rewards (celebration assembly certificates, trophies, cups and extra play)
- Lunchtime stickers

Children can be sent to the headteacher for a gold sticker if the class teacher feels that the child's behaviour or learning has merited it. These are awarded spontaneously as learning or behaviour allows.

8.4 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.

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 sanctions in the future.

All behaviour is a form of communication. As a school, we are committed to supporting children to recognise when their behaviour is inappropriate, understand what may be contributing to it, and make positive choices to correct it. Staff should remain curious about the behaviour and consider what may be affecting or influencing the child, while maintaining clear and consistent expectations. Where behaviour is inappropriate, staff should use Emotion Coaching techniques, working through the appropriate steps until the child is able to re-engage positively with their learning.

A key principle is that the behaviour of an individual child should not disrupt the learning of others. Staff should therefore:

- Respond calmly, discreetly and proportionately.
- Avoid stopping the whole class to issue a sanction or confront a child about their behaviour.
- Keep interventions brief and low-key – the less attention given to inappropriate behaviour, the better.
- Use short, purposeful conversations to draw the line and reinforce expectations.
- Acknowledge the child's emotions while making clear that all feelings are acceptable, but not all behaviours are.
- Remind children of behaviour expected in line with our school motto: Love God, Love Learning, Love Life.
- Support the child to reset and make a positive choice.
- Give the child the opportunity to re-engage successfully with the lesson.

What is Emotion Coaching?

Emotion Coaching is helping children to understand the different emotions they experience, why they occur and how to handle them.

- It teaches children to trust their own feelings
- Changes our relationships with others
- Leads to SELF regulation
- Teaches lifelong emotional intelligence
- Helps develop strong relationships with others

Emotion Coaching uses moments of heightened emotion and the resulting behaviour to guide and teach children a more effective response. Through the use of Emotion Coaching, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'.

What does Emotion Coaching do?

- It gives children strategies to deal with ups and downs.
- It enables children to accept negative emotions as being normal and that all emotions are normal. It also enables children to learn that not all behaviour is ok. Children learn to understand that their feelings are not the problem, their behaviour is.
- Builds trusting and respectful relationships with children.
- Gives children a vocabulary to talk about emotions.
- It gives children the ability to self-regulate.

How do we Emotion Coach?

In order to emotion coach we must be aware of our own emotions and ability to self-regulate. Ensure you remain calm whilst dealing with your child when they are in a heightened emotional state.

Children need the adult to co-regulate with them initially whilst teaching the strategies for self-regulation.

4 steps to Emotion Coaching

Step 1

Recognising the child's feelings and empathising with them – **connection before correction**

Step 2

Validating the feelings and labelling them – **name it, to tame it**

Step 3

Setting limits on behaviour (if needed)

Step 4

Problem-solving with the child

Examples of disruption in lessons and around the school:

- Non-completion of class learning
- Poor attitude
- Not following instructions
- Not remaining in the learning space
- Speaking inappropriately to adults

The class teacher and/or TA will use the following steps:

1. Non verbal warning
2. Verbal warning

Staff will give a calm verbal warning, reminding the child of the expected behaviour. If needed a Warning Card will then be handed directly to the child as a visual reminder and an opportunity to reset their behaviour. The card can be returned to the member of staff at any point once the child has reflected on their behaviour and positively re-engaged with learning.

3. Time out in another class

Where a child consistently fails to meet behaviour expectations, a 'Sent Out' request may be issued. The child will be given a Red Card as a clear visual reminder that their behaviour is not acceptable and will be removed from the learning environment for a short period of time in another classroom. The member of staff dealing with the incident must ensure that a behaviour record is completed on Arbor, providing an accurate record of the incident and action taken.

10.3 Managing incidents of unacceptable or inappropriate behaviour from playtimes

Children value their social and recreational times at school. It is vital that we support all children to have positive experiences at playtimes, creating a culture of fair play, respect, tolerance, team work, contribution, friendship and enjoyment. Rewards are more likely to promote positive behaviours and help us develop the culture we want to achieve for our children. All adults should take House Tokens out to reward children with during recreation times. Teaching and Learning Assistants are responsible for managing the behaviour at lunchtimes, supported by teachers and the senior leadership team where necessary. To empower the teaching assistants to manage situations during recreational sessions, the behaviour policy can be applied consistently in all areas of the school. This ensures teaching and learning assistants feel confident to manage and deal with any behaviour.

This policy is based on understanding there is a reason for behaviour displayed by children. At recreational periods this is often exacerbated by several factors: The lack of routine and freedom from instructions/activity, the inability to contain excitement and not understanding boundaries when playing, are just a few examples. To ensure we are proactive rather than reactive we have several expectations of adults outside during recreational activities:

- 1) Adults should be engaged in activities with children.
- 2) Activities should be set up and equipment available for children.
- 3) Adults always give children the opportunity to explain their 'side of the story.'
- 4) Once a child has had a period to cool off they are welcomed back to the playground (where appropriate).
- 5) Adults avoid confrontation with children.
- 6) Responses to children are always appropriate.
- 7) Expectations are made clear to children at all times in line with the school motto.
- 8) Maintain emotional calmness.

During recreation times, school will follow the same guidance as for during lesson time though rather than being sent to another class, the pupil will lose 5, 10 or 15 minutes of breaktime. If the negative behaviour takes place during lunch time they will then miss time the following day from that session and not the first playtime.

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.

8.5 Reasonable force (See Use of restrictive interventions policy)

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. Staff should also be mindful of any differences in size/strength between themselves and the pupil, along with their own vulnerabilities such as health conditions.

In line with DFE Advice Use of Reasonable Force, Mrs E Hunt, Mrs R Handford and Mrs W Johnstone are members of staff trained in the use of physical intervention and restraint using very clearly risk assessed PROACTSCIPr strategies.

The need for physical intervention of children is sometimes required and cannot be foreseen.

8.6 Searching, screening and confiscation

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

Confiscation

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

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

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

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

‘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 in section 8.6 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. Appendix 2 sets out the procedures that must be followed regarding strip searches.

8.7 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).

8.8 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.

8.9 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 member of SLT 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.

8.10 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.

8.11 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.

9. Serious sanctions

9.1 Loss of Break times and/or lunchtime play

Pupils can be issued with this consequence during break or lunchtime play. The school will decide whether it is necessary to inform the pupil's parents/carers. When imposing this consequence, the school will consider whether doing so would:

- Compromise the pupil's safety
- Prevent a need for movement break

9.1 Removal from classrooms in response to serious or persistent breaches of this policy, or by leaving the classroom due to persistent low level disruption to give the pupil an opportunity to regulate, and complete their work in a more focused environment, the school may remove the pupil from the classroom for a limited time. Pupils who have been removed will continue to receive education under 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. 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

9.2 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 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.

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

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 the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Use of teaching assistants
- Short-term behaviour plans
- Long-term behaviour plans
- Multi-agency assessment

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

9.3 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 the Trust's behaviour, suspensions and exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

The culture of positive behaviour supports all children. The expectation of children's behaviour is high and applies to all children in our school. Where children have an identified need which affects their behaviour the school will not lower their expectations for the child but will adapt the provision around the child to support them in meeting this expectation.

Early intervention in the form of sharing any decline in behaviour can be key to preventing further deterioration in behaviour and identifying any specific areas of need.

The SENCO will identify when a child is in need of direct support and will seek to identify how a child may be supported within the school's own resources and where necessary will work with parents to decide whether a referral for more specialist support may be appropriate.

Assess, plan, do, review is used as a graduated approach in our Behaviour Plan to support any child who is demonstrating misbehaviour and misconduct regularly. The Behaviour Plan helps the school to predict any triggers, share the strategies which are in place to support the child and to review the provision. This is shared with all staff working with the child and with parents.

In line with Mainstream Core Standards, the schools are proactive in ensuring there are a number of school-led strategies in place to support children, for example using ear defenders for children who find noise overstimulating, sensory toys, fidget cushions, personalised timetables, curriculum personalisation and adult support. Training for staff in need types and

strategies to respond is essential. The SENCo leads training to support all staff in understanding children's needs and the strategies which best support them. The school can request advice from the Specialist Teaching and Learning Service (STLS) regarding individual pupils through the Local Inclusion Team Forum (LIFT) with parental consent. It is also vital that teachers provide the opportunity for information regarding any changes in circumstances to be shared.

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. This may include:

Time out in the nurture room where pupils can regulate their emotions during a moment of sensory overload.

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.

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.

As a 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.

The SENCO will identify when a child is in need of direct support and will seek to identify how a child may be supported within the school's own resources and where necessary will work with parents to decide whether a referral for more specialist support may be appropriate. Assess, plan, do, review is used as a graduated approach in our Behaviour Plan to support any child who is demonstrating misbehaviour and misconduct regularly. The Behaviour Plan helps the school to predict any triggers, share the strategies which are in place to support the child and to review the provision. This is shared with all staff working with the child and with parents. In line with Mainstream Core Standards, the schools are proactive in ensuring there are a number of school-led strategies in place to support children, for example using ear defenders for children who find noise overstimulating, sensory toys, fidget cushions, personalised timetables, curriculum personalisation and adult support.

Any preventative measure will take into account the specific circumstances and requirements of the pupil concerned.

10.2 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

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.

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

The school's special educational needs co-ordinator (SENCO) will 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.

10.4 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.

11. Supporting pupils following a sanction

This could include reintegration meetings and daily check ins with class team adult or well being support.

12. Pupil transition

12.1 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.

12.2 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.

13. 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

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 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, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed by the headteacher and presented to the local governance committee for monitoring.

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.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

15. Links with other policies

This behaviour policy is linked to the following policies

- Trust Behaviour, Suspensions & Exclusions policy
- Child protection and safeguarding policy
- Use of restrictive interventions policy
- Anti-bullying strategy/policy
- SEND policy and information report
- 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

Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 - Strip searches procedure

The authorised member of staff's power to search outlined in section 8.6 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.