Behaviour policy and statement of behaviour principles

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Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	August 2024	Vicky Edwards	Policy Reviewed and Updated

Contents

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016

- Behaviour in schools: advice for headteachers and school staff 2022

- Searching, screening and confiscation at school 2018

- Searching, screening and confiscation: advice for schools 2022

- The Equality Act 2010

- Keeping Children Safe in Education

- Exclusion from maintained schools, academies and pupil referral units in England 2017

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

- Use of reasonable force in schools

- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice and DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

3. Definitions

Negative behaviours are defined as:

- Disruption in lessons, in corridors and shared spaces, and at break and lunchtimes

- Non-completion of classwork

- Poor attitude

- Incorrect uniform

- 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:

  o Sexual comments

  o Sexual jokes or taunting

  o Physical behaviour like interfering with clothes

  o 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

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items. These are:

  o Knives or weapons

  o Alcohol

  o Illegal drugs

  o Stolen items

  o Tobacco and cigarette papers

  o Fireworks

  o Pornographic images

  o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

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

Our School's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board is responsible for:

- Reviewing and approving the positive behaviour modelling agreement (Appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The Advisory Board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy

- 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 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)

- Appoint a senior leader as Behaviour Lead, enabling them to drive the implementation of the policy and new initiatives, monitor patterns of behaviour and collaborate with staff members to address areas of concern or celebrate behaviours we are proud of.

5.3 Teachers and colleagues

Colleagues 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

- Consistently implement key routines outlined in Appendix 4

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Considering their own behaviour on the school culture and how they can uphold school rules and expectations (Appendix 2)

- Recording behaviour incidents promptly and liaise with parents where applicable

- Challenging pupils to meet the school's expectations

- Work in partnership with parents to support pupil's development of positive behaviour and celebrate effort or achievement

The senior leadership team (SLT) and Phase Leaders 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 incidents of concern (for example: attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

- Take part in the life of the school and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school

- That they have a duty to follow the behaviour policy

- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

- The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

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

6. School behaviour curriculum

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our school rules are:

- Be **Respectful**
- Be **Safe**
- Be **Ready to Learn**

These rules reflect the values and the ethos of our school and should be visible around the school and in all classrooms. See Appendix 2 for rules poster. In addition, there are specific rules for online safety on display with the school rules in the classroom (see the Online Safety Policy).

At Farndon Fields, every class will start the year with focused learning about the school rules and expected behaviours in our classrooms, as outlined in this policy, so the children know what good behaviour looks like.

Teachers and support staff will work together throughout the year to teach pupils *how* to demonstrate excellent behaviour including:

- Modelling respectful back and forth exchanges
- Using kind and positive vocabulary
- Setting up and maintaining an environment conducive to learning
- Teaching pupils to move quietly and sensibly around the school
- Showing pupils how to treat the environment and equipment with respect
- Reminding pupils about correct uniform wear
- Making expectation and sanctions clear
- Extend expectations to behaviour outside school or online
- Support pupils to accept sanctions and provide opportunities to repair harm to relationships or property (see example reflection sheets Appendix 5)
- Model forgiveness, tolerance and understanding

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

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site

- Any mobile phones on-site (for example, if carried whilst walking to school) are to be handed in to the class teacher for safe storage until the pupil exits the classroom at the end of the school day.

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.

Appendix 4 identifies key classroom routines appropriate to the age and stage within the school.

Key aims are to:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems, expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  o Greeting pupils in the morning/at the start of lessons
  o Establishing clear routines
  o Communicating expectations of behaviour in ways other than verbally
  o Highlighting, promoting and celebrating good behaviour
  o Establishing consistent end of day/lesson routines to allow the next day begins positively.
  o Planning for dealing with low-level disruption
  o Using positive language to support reflection

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 negative behaviour 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:

- Praise, smile, acknowledgements and visual encouragement

- Communicating praise to parents via a phone call or written correspondence

- Certificates, prize ceremonies or special assemblies

- Visits to other classes or familiar adults for recognition or praise

- Visit to the Headteacher/Deputy Headteacher to share exceptional work and receive additional certificate.

- Positions of responsibility, such as class ambassador or being entrusted with a particular decision or project

- Whole-class or year group rewards, such as a popular activity

- Additional gold stars given at any time including breaks, assemblies and when pupils are moving around the school.

- Additional house points given when a specific target is achieved e.g. going green with times tables, achieving word millionaire status, excellent representation of the school at an event.

Furthermore, every class operates a staged system that is visually displayed at all times:

Every pupil starts the day 'on green' reflecting the baseline expectation for positive behaviours, and recognising positive attitudes to learning, adherence to school rules and consistency or improvements in effort.	Pupil can be 'moved' to gold when behaviours or attitudes over and above expectations are shown. This is rewarded with a gold star. Stars are tracked on individual reward charts and further recognised with certificates and equivalent housepoints when 25, 50, 100 or 200 star totals are reached.

Once rewards have been given, they will **NOT** be removed as a consequence for negative behaviours. The consequences section below explains how consequences are used in response to unacceptable behaviour.

7.4 Responding to negative behaviours

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 pupils' negative behaviour.

Staff will endeavour to create an expected 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 negative behaviours will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases (see Appendix 3), or class behaviour visual prompts.

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.

Our response to negative behaviours is explained in the flow chart below as steps that all staff consistently follow, including how we support pupils at each stage to avoid escalation:

1. Verbal reminder

- Postively phrased reminder linked to our three school rules to be respectful, safe and ready to learn.
- Reminder or modelling of expected behaviour is shared

2. Warning

- If the behaviour continues, the pupil is clearly notified that it must cease immediately or consequence 1 will be actioned.
- Reminder or support provided to align the attitude or behaviour with the school rules or expectation.

3. Consequence 1

- Pupil name is removed from the green board and placed on the teacher's desk. The child will be made aware in a discreet way to avoid feelings of shame.
- Pupil is supported to make different choices to get their name back on green.
- Class teacher may choose to move the pupil to another seat/area to provide better focus.
- Preventative measures may be taken to support future choices, e.g.social story, checkin, additional PSHE lesson
- The pupil is made aware that consequence 2 will be actioned if they continue to demonstrate the same behaviour or attitude that does not align with school rules .

4. Consequence 2

- The pupil will be required to take time out to reflect and reset. The length of time will be age and stage appropriate, or dependent on the timetable of the day but will be reasonable and proportionate to the situation e.g. the last 15 minutes of the lesson. This can be in a different area near the classroom or in another classroom, at any time of the day.
- The pupil will be required to complete a period of reflection and/or continue their work during this time. Reflections may be written or verbal or include identifiying the restorative action that is needed to repair the situation e.g. a written or verbal apology, repairing damage to the enviroment. See Appendix 2.
- After this step, a restorative conversation takes place with either the Phase leader or Class teacher to reset the school rules and expectations, and the pupil's name is moved back to green.
- Any remaining missed learning may be required to be completed during social time.
- Consequence 2 can be actioned more than once in a school day but pupils are made aware that their behaviour can be escalated to consequence 3 if deemed necessary by the class teacher.
- This action is recorded on an internal system called CPOMS which is monitored by SLT and Safeguarding leaders.
- Where consequence 2 has been carried out, parents will receive a notification if this is persistent.

5. Consequence 3

- This consequence is actioned for serious behaviours (see below) or repeat issuing of consequence 2.
- The pupil will be required to spend time out of class as directed by a member of the Leadership team which includes the Headteacher, Deputy Headeteacher, SENDCo and Phase Leaders.
- Similar to consuequence 2, the pupil is required to engage in a period of reflection and, when ready, determine the restorative actions that needs to be carried out to repair the harm done.
- An extended amount of time out of class can be imposed if required for de-escalation or to prevent persistent repeated behaviours.
- Missed work may be required to be done during social time.
- A member of the leadership team will direct who should speak with parents and record the action taken on CPOMS.
- If required, a parent/carer meeting may be organised.
- Outcomes may include, but are not limited to, loss of privileges, school based community action to repair damage to the environment or relationships, referral to the school pastoral team or an individual behaviour plan or reporting system.

Individual needs 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 and individuals plans that are in place.

If behaviour is deemed to be of a serious nature, consequence 2 or 3 may be actioned immediately and a member of the middle or senior leadership team can be called to speak with the pupil. The leading member of staff will communicate directly with parents. 'Serious behaviours' include but are not limited to:

- Physically hurting another child or a member of staff
- Causing an incident which leads to the rest of the children having to be evacuated from the area
- Throwing furniture or heavy items with intent to cause harm
- Malicious or false allegations
- Displaying extreme insubordination which leads to the child's or others safety being at risk
- Racist, homo/bi/transphobic or sexually offensive language
- Child-on child abuse

When report of an unseen incident or accusation of misbehaviour is made, an investigation is undertaken through targeted discussions with pupils and staff. This may be individually or in a small group and will focus on determining the facts. We support children to take responsibility for their actions in a safe way, therefore, pupils will be given support, time and space to resolve the situation and the correct level of consequence will be applied.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We recognise that poor behaviour management can adversely affect mental health, therefore, consequences will be applied as soon as possible after the incident and in a way that maintains self-respect. Where possible, conversations will take place in a quiet space away from others as discreetly as possible to maintain dignity for the pupil(s) involved.

Although repeated patterns of behaviour must be considered to inform decisions about appropriate actions, staff are careful to consider all incidents in their own right and will use restorative language that focuses the way forward rather than revisiting past incidents.

Where staff need to respond to negative behaviours during breaktime or lunchtime, they will apply the same as above with regards to verbal reminders and second reminders but with the following adaptations for consequences:

Consequence 1 - pupil will be asked to stand with the lunchtime supervisors for 5 minutes time out to stop and think.

Consequence 2/3 – following consequence 1, or for any serious behaviours (see page 7), a member of the leadership team will be called, and the pupil(s) will be removed from the hall or playground to a quiet space for reflection. The appropriate consequence actions will be taken.

Class teachers are informed if any consequences are applied during lunchtime. Follow up actions may include, but are not limited to:

- Recording on CPOMS

- Notifying parents for serious or persistent misbehaviours

- Completing any follow up actions e.g. repair actions, PSHE lesson, social story

- Short term change in lunchtime access to areas or equipment

7.5 Reasonable force

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

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents

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

Using reasonable force will be carried out in-line with our Physical Interventions Policy.

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk

- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched

- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf

- Explain how and where the search will be carried out

- Give the pupil the opportunity to ask questions

- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact a member of the Senior Leadership Team or Family Support Worker, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

> Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

> If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

- What happened

- What was found, if anything

- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present:

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

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

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

- The appropriate adult agrees

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil

- Not be a police officer or otherwise associated with the police

- Not be the headteacher

- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

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

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

7.7 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is 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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil

- Could adversely affect the reputation of the school

Consequences 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 education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy. Online Safety rules (see Online Safety Policy) will be displayed alongside the school rules in each classroom.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

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 will make the report.

The school will not interfere with any police action taken. In addition, the school will 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 and record on CPOMS.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate

- Considered

- Supportive

- Decided on a case-by-case basis

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

- Responding to a report

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

  o Manage the incident internally

  o Refer to early help

  o Refer to children's social care

  o Report to the police

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

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. Restorative 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 (see consequence 3 section 7.4).

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

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

Removal can be used to:

> Restore order if the pupil is being unreasonably disruptive

> Maintain the safety of all pupils

> Allow the disruptive pupil to continue their learning in a managed environment

> Allow the disruptive pupil to regain calm in a safe space

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

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

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

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

> Meetings with the ELSA

> Use of Learning Support Assistants

> Behaviour plans

> Pupil support units

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

On rare occasions there may be a need to directly suspend or exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and may include:

o Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

o Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher

o Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema

o Training for staff in understanding conditions such as autism

o Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

> Whether the pupil was unable to understand the rule or instruction?

> Whether the pupil was unable to act differently at the time as a result of their SEND?

> Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

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

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

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. Email: SENASERVICE@leics.gov.uk

10. Supporting pupils following a sanction

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

This could include measures like:

- o Adult facilitating a reintegration activity or meeting
- o Support to repair or restore any damage to people or property
- o Daily contact with the pastoral lead or an identified trusted adult

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues 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
- > Staff member's role in implementing the behaviour policy
- > The proper use of restraint
- > How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data using CPOMS on the following:

- > Behavioural incidents, including removal from the classroom
- > Attendance, permanent exclusion and suspension
- > Incidents of searching and confiscation

> Anonymous surveys for staff, pupils, advisory board members, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

The data will be analysed from a variety of perspectives as appropriate to the school cohort, such as:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and School Advisory 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).

14. Links with other policies

This behaviour policy is linked to the following policies;

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy
- Mobile phone policy

Appendix 1: Positive behaviour agreement

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

Calm voice, low tone, scripted language linked to school rules.

Use what you know about the child to adapt your approach.

Eye contact supports communication but some may find this difficult to maintain.

Hold conversations discreetly and individually where possible.

Take an honest and respectful approach focusing on fact, impact and repair.

Show active listening skills, hear the pupil voice.

Provide opportunity for remedial action to ensure dignity and positive future outlook.

Show an interest in the children, offer praise readily, focus on the positives.

Be just and fair.

Consistent responses from all adults to provide a secure and predictable environment.

Model the behaviours and language you want to see from the children.
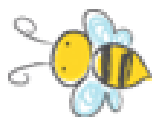
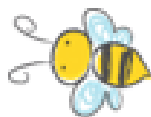Work with parents to monitor progress and share resolutions.

Appendix 2: School Rules

Our school rules
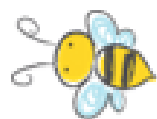
Be Respectful

Be Safe

Be Ready to Learn

Nurture ~ Inspire ~ Learn ~ Succeed

Appendix 3: Scripted prompts

Responses need to be prompt, predictable and issued with confidence to maintain a calm, safe learning environment, then consider how such behaviour can be prevented from recurring.

Praise	"I've noticed your effort today…" "I love how you have used/shown XYZ (skills based)" "Look what you can do now you have learnt to…" "Do you remember last week when you…?" "This is the person I know, this is who I love to have in my class" "I am not leaving, I care about what happens."
Verbal reminders	"At school, we walk so we are safe." "I am reminding you to XYZ…because…" "I notice you are (struggling, walking around, shouting…" "You need to…" "I expect…" "What do you think are the poor choices that caught my attention?" "I hear you/I understand/I sometimes think the same…" "At Farndon, we always…"
Warning	"This is your warning, you are not showing me you are being (respectful/safe/ready) which means (impact)" "I need you to show me…." "I will apply a consequence next but I know you can make a different choice." "It was the rule about XYZ that you broke". "You have chosen to…" "I know you will…" "I heard what you said, now you must…" "Every action has a consequence, if you choose to do the work/follow the rule that would be fantastic, if you don't then X will happen…" "I understand you are (name emotion) but at school we always XYZ" "Maybe you are right but I need you to come with me"
Consequences Scripted 30 second responses	"The behaviour is not respectful/safe/showing you're ready. I have told you what the consequence is. You must now…" "At school we are always respectful/safe/ready…because (impact)" "I know you can be XYZ, you have shown me before" "This behaviour is disruptive/damaging/dangerous – I believe you can be a success."

Receiving a child when consequence 2 has been applied	"There is a seat here, complete what you have been asked to do" "How can you repair this? (apology to teacher on return?)" "You are showing me you are ready to learn/go back, thank you" "What will you do to avoid this happening next lesson?"
Receiving an apology	"Thank you for apologising, this means a lot because (impact e.g. your behaviour was stopping others from learning/hurt that child's feelings, went against our school rule to be respectful)"
When you are unable to stay but notice a low level behaviour: Stop, respond and move on script	"I need to walk away now, you know the rule about X, thank you for listening" "I am reminding you that we always XYZ at school" "That is not safe/respectful/how to show you're ready, I expect you to follow the school rules"

Appendix 4: Key routines

School systems and social norms within the classroom need to be consistent to provide a secure, safe, predictable environment where the rules and sanctions are clear. At Farndon, we believe our children deserve this to enable them to learn. The routines are designed to teach and reinforce behaviours expected of all pupils. Repeated practice promotes the values of the school, positive behavioural norms and certainty on the consequences of unacceptable behaviour.

Key Stage	Child	Adult	Environment
Whole school visible consistencies: **"things we always do"**	Proud walking in the corridors at all times. Kindness expected and promoted. Cloakrooms and shared areas to be looked after and kept neat. Silent and respectful entry and exit to the hall for assembly. Respect the classroom and all its belongings. Adhere to the same Be Respectful, Be Safe, Be Ready to learn, rules at ALL times including transitions, lunchtimes, breaktimes and for visitors. Respect each other Respect all adults. Aspire to know and show our foundation values; Nurture-Inspire-Learn-Succeed and the linked character traits. Represent Farndon well to visitors or during off-site visits. Safe and respectful play on the playground, with each other, the adults and the equipment.	Teacher meet and greet on the door. Support staff and SLT to greet in other spaces. All staff responding to behaviours in the same way according to policy. Kindness at the forefront of Interactions. Positive language used. Call to attention used in the form of 'Stop – listen – insist'. Hands up cue to be used alongside audio cue. A model of success is always provided, explained and explored to show children 'how' to be successful with their behaviour. Create a calm environment where children feel safe. Always investigate behaviour issues – never assume. Have high expectations of <u>all</u> children but understand some need a different approach. Insist transitions around school, before/after/between classes, inside classrooms adhere to expectations.	Display Be Ready, Be Safe, Be respectful poster in classrooms. Display green and gold boards as per policy. Create a child led display with information to match headings; We are class XX and we are (describe yourselves positively), Our class promise is, We are focusing on (whole class incentive aim), Our chosen class reward is… Visual timetables on display. Books and resources should be well organized and clearly labelled to promote independent access. Clutter free classrooms and cloakrooms/locker areas including teacher and pupil desks. Walls to be free from clutter, especially at the front of the classroom. Displays should be purposeful and clearly presented so key messages stand out. Worry box in all classrooms –

		Be vigilant to behaviours at all time across the whole school. Ensure all resources are prepared in advance. Teach the routines and norms to the pupils.	to be checked regularly throughout the day.
Early Years SEE WHOLE SCHOOL EXPECTATIONS	Bring a coat, water bottle, hat/sunglasses, snack, reading book and reading diary every day. Put items away neatly in the cloakroom. Take a responsible approach to shared spaces, looking after them well. Use kind hands and kind words. Follow our rules to be respectful, ready and safe. Ask for help if needed. Have a go.	Make expectations for behaviours, rewards and consequences clear. Call to attention signal is tambourine with stop hand signal alongside 'freeze and stop' instruction. Ensure positive behaviours are recognised and praised using all methods outlined in the policy. Engage in back and forth conversations to model and promote the seven strands of the Early Years Framework. Pupils to be supported at transition times, including lunchtimes in the hall.	Provision to be set up and adapted to promote identified learning – this should be ready at the start of each morning / afternoon. Outdoor space to be attended to in the same way as indoor. Resources to be displayed so they are easily identified and independently returned. RWI letter formation letters should be clearly displayed along with the sound charts. Displays to use neutral or pastel tones so that work can stand out. Gold and green charts should be easily identified in the classrooms and at eye level for the children. Worry boxes easily accessible for the children – staff to check them at snack times, end of the morning, mid afternoon and end of the day to ensure worries are addressed in a timely manner.
Key Stage 1 (Years 1&2)	Place items neatly in the cloakroom.	Use 1, 2, 3 strategy for transitioning.	Engaging activities set out when the children arrive in the morning.

| SEE WHOLE SCHOOL EXPECTATIONS	Pupils move around the classroom quietly. Settle down quickly to work. Use indoor voices in the classroom. To look after their equipment and return things to where they got them Reading diaries to be in school each day. Support your peers. Be willing to make mistakes. Ask for help. Take pride in your work. Underline with a ruler.	Use stop signal (raised hand) with audio cue to call attention. Teach the value of desired behaviours and praise pupils for displaying correct behaviour.	Books and resources should be available at the start of the lesson. Pupils should be taught to access resources independently. A central store of resources should be kept on the tables so the pupils can access them (pencils, purple pens etc.). Classes to display books in an appealing way and to provide a space to enjoy them. RWI letter formation letters should be clearly displayed along with the sound charts. Displays to use neutral or pastel tones so that work can stand out.
Lower Key Stage 2 (Years 3&4) SEE WHOLE SCHOOL EXPECTATIONS	Children to line up sensibly outside classroom doors before 8:45am. Assigned classroom roles and responsibilities. Movements around school should be sensible and model expected behaviours to younger pupils. Adhere to trim trail rules. Respectful and considerate use of lunchtime play equipment.	Greet pupils at the door at 8:45am promptly. Walk pupils to the hall in a timely manner and settle them at lunchtime, promoting good manners. Ensure pupils line up before entering or exiting a room, and when transitioning inside and outside. Teach safe play on trim trail and when using play equipment. . Use raised hand stop signal (with audio cue if preferred) to call attention.	Clutter free classrooms, including wall space. Lockers to be kept tidy and closed when not in use. Laptops to be looked after and returned according to instructions. Keep displays purposeful and neat. Ensure outdoor trim trail is monitored with rules displayed.

Upper Key Stage 2 (Years 5&6)	Children to line up sensibly outside classroom doors before 8:45am.	Greet pupils at the door at 8:45am promptly.	Cloakroom to be kept tidy with visual reminders in the room and assigned monitors from each class.
SEE WHOLE SCHOOL EXPECTATIONS	Fulfil assigned classroom roles and responsibilities.	Walk pupils to the hall in a timely manner and settle them at lunchtime, promoting good manners.	Behaviour expectations and consequences displayed at all times.
	Movements around school should be sensible and model expected behaviours to younger pupils.	Ensure pupils line up before entering or exiting a room, and when transitioning inside and outside.	Laptops to be looked after and returned according to instructions.
	Respectful and considerate use of lunchtime play equipment.	Children on trim trail to be reminded of expectations by Year 6 adults, including before and after school.	Keep displays purposeful and neat.
		Transitions in and out of cloakroom to be carefully managed with small groups at a time.	Ensure outdoor trim trail is monitored with rules displayed.

Appendix 5: Reflection Sheet

Pupils will be asked to reflect on their actions. They may be directed to complete one of the reflection sheets below, appropriate to their age and stage or an alternative task that meets the same outcomes. This may be adult supported if needed.

Prompt sheets 1

Restorative conversations - Prompt sheet 2

Farndon Fields
Primary School
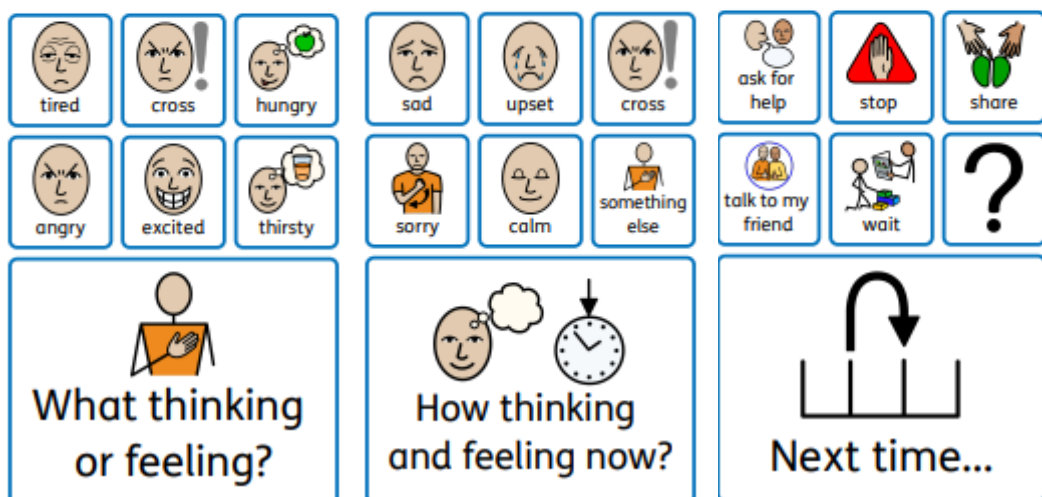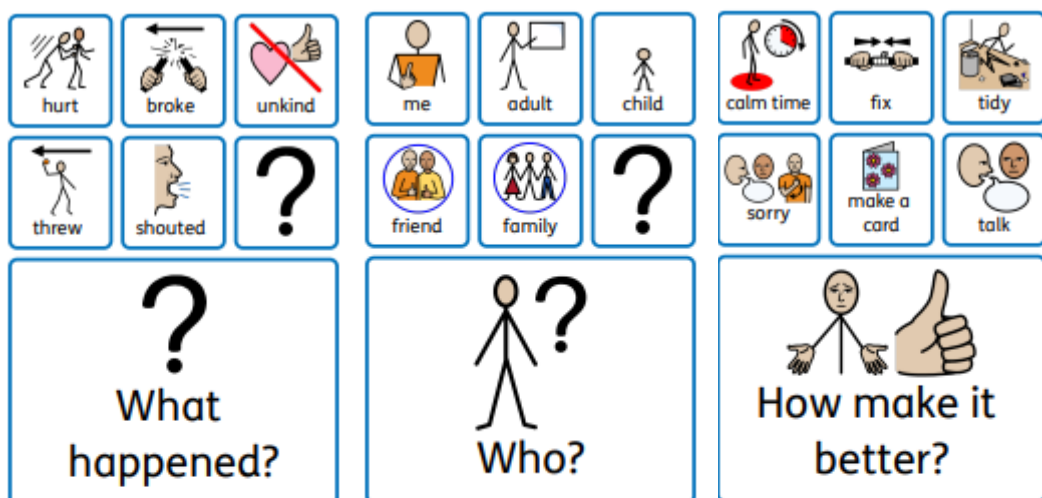
Who? *Draw the face(s) of the people involved (adult or child can do this)*

What happened?

Prompt: Describe the sequence of events to the child. Ask the child to 'Show me who....' (could assign a mark or object to the face who carried out the action as the child describes the order of events to establish responsibility). Use visual prompts below as applicable.
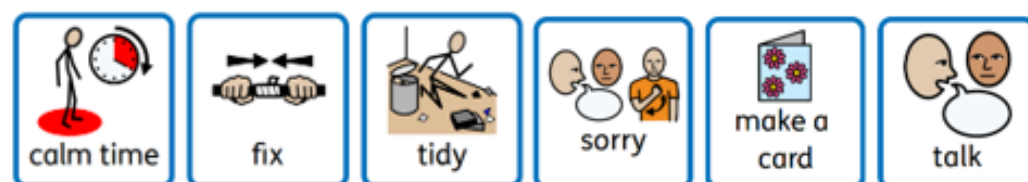
threw	unkind	broke	hurt	shouted
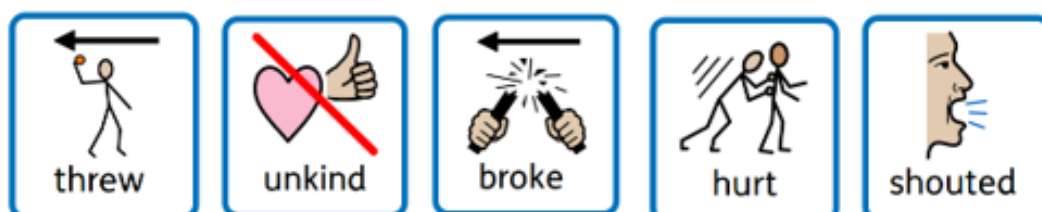
What was the impact?

Prompt: refer to provided visuals or construct something visual that shows the harm caused to the child to see. How is it different now to before? Who or what was harmed?

sad	upset	cross	something else
sorry	hurt	broke	

Next step?

Prompt: Explain the action or sequence of immediate actions (in present) the child needs to now take.

calm time	fix	tidy	sorry	make a card	talk

Restorative conversations - Prompt sheet 3

Farndon Fields
Primary School

Tell me what happened?
Prompt: Draw or write sequence of events in the box. Recognise own responsibility in the incident. Link to ZoR.

What was the impact?

Prompt: Draw or write in the box. Guide to develop empathy.

What needs to happen next?

Prompt: how can you put this right? Decide an action or sequence of immediate actions.

Restorative conversations - Prompt sheet 4

Farndon Fields
Primary School

Tell me what happened?
Prompt: Draw or write sequence of events in the box. Recognise own responsibility in the incident. Link to ZoR at each stage. Discuss WHY that choice was made.

What was the impact?
Prompt: Draw or write in the box. Guide to develop empathy.

What needs to happen next?
Prompt: how can you put this right? Decide an action or sequence of actions including 'next time'