



Behaviour Policy

Document Management Information

Applicable to:	All pupils in Naseby Church of England Primary Academy
Development and Consultation:	The policy has been developed with reference to DfE guidance
Dissemination:	The policy will be available on the school website.
Implementation:	Staff and pupils in Naseby Church of England Primary Academy will use the policy.
Training:	N/A
Review Frequency:	The policy will be reviewed annually. The policy will be reviewed earlier if needed in the light of new evidence/legislation/guidance.
Policy Authors:	Ashley Izzard-Snape, Director of School Improvement Louise Cook, Headteacher
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Behaviour Policy

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1. School Vision

1 Corinthians 16:14

'Let all that you do be done in love.'

We are inclusive, welcoming others regardless of differences, appreciating and nurturing the uniqueness of each individual. We respect everyone, showing them the tolerance, understanding and forgiveness that we desire for ourselves. Love is the cornerstone of all that we do – the love of God, the love of others and the love of ourselves.



Our Theological Text – The Mustard Seed

The parable of Mustard Seed is explored throughout Collective Worship, reflection time and across the curriculum. We use the parable of the mustard seed to promote our Christian values of joy, love & resilience and help children to grow and flourish into responsible and reflective individuals. We work with children to build relationships, mutual respect and trust across the school.

2. Our Ethos

At Naseby C of E Primary Academy we endeavour to promote positive and effective learning behaviour and relationships through our vision: 'Let all that you do, be done in love' – 1 Corinthians 16:14.

All staff know that children will not be able to progress or succeed to their full potential unless their basic and psychological needs are met. Therefore, our aim is to have these positive relationships approach sitting at the heart of our school ethos. The focus is to have open, secure and transparent relationships with children and their families, to ensure that they are safe, valued and happy. This, in turn, will ensure progress and success for all.

We want to promote positive relationships and effective behaviour for learning by:

- > Encouraging a calm, purposeful and happy atmosphere within the school where effective learning and teaching can take place.
- > Nurturing positive caring attitudes where achievement at all levels is acknowledged and valued.
- > Providing a clear, shared understanding between children, teaching staff, support staff, parents and governors leading to the development of a consistent approach to positive relationships and exemplary behaviour throughout our school.
- > Giving children the tools to recognise, regulate and take responsibility for their own behaviour choices.

3. Aims and Purposes

This policy aims to:

- > 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
- > Outline how pupils are expected to behave
- > Identify any safeguarding concerns that are the root of any unacceptable behaviour
- > Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- > Outline our system of rewards and sanctions
- > Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion

4. Legislation and Statutory Requirements

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

- > [Behaviour and discipline in schools](#)
- > [Searching, screening and confiscation at school](#)
- > [The Equality Act 2010](#)
- > [Keeping Children Safe in Education](#)
- > [School suspensions and permanent exclusions](#)
- > [Use of reasonable force in schools](#)
- > [Supporting pupils with medical conditions at school](#)
- > It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- > In addition, this policy is based on:
- > Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- > Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- > [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

5. Our Behavioural Philosophy and agreed statement of behaviour principles

Our positive behaviour policy is central to our pupils experiencing 'life in all its fullness'. In our school parable of the mustard seed, the Kingdom of God is described as a place of hospitality and safe rest. In order for staff and pupils to experience this at Naseby C of E Primary Academy it is important that there is a good understanding of this policy and consistency in its application.

Caring through compassion and friendship. This policy has an emphasis on verbal praise and positive gestures which are a compassionate response to the challenges pupils may face in the school setting. Where relationships take on a bullying quality this is treated with great seriousness as it is the opposite of the friendship we hope to be the basis of all relationships between pupils.

Learning understood as wisdom. The wisdom of this policy is articulated in the encouragement of thoughtful discussion of experiences and the associated feelings. The koinonia of this policy reflects the positive behaviour blueprint established for the school community as a whole and the relationship between shared community behaviours and personal behaviour.

Forgiving as acts of forgiveness and hope. Forgiveness is an important feature of the positive behaviour policy and is reflected in affirming improved behaviour with words and/or actions. Where there has been progression in the stepped response to poor behaviour, forgiveness is reflected in the many opportunities to move back to lower levels of response. It is also the part of the conflict resolution and restoration process where behaviour has impacted on other pupils. It is important that forgiveness is a natural process and there is never pressure to forgive. Forgiveness should always be part of a process where unacceptable behaviour is recognised and addressed. Hope is present in the use of rewards and the ongoing potential for improved behaviour at the heart of the positive behaviour policy

The Education and Inspections Act 2006 and DfE guidance requires the Governing Body to make and frequently review a statement of general behaviour principles in determining measures by the Headteacher to promote good behaviour through this policy.

The agreed statement of principles for Naseby Church of England Primary Academy (underpinned by our Christian values):

- > Every pupil understands they have the right to feel safe, valued, respected and to learn free from the disruption of others
- > All pupils, staff and visitors are free from any form of discrimination

- > Every member of the school community understands how they should treat other people and how they should be treated
- > Ensure opportunities for forgiveness and reconciliation are provided
- > Staff and volunteers act as role model for pupils ensuring high expectations for behaviour and positive relationship with pupils
- > Rewards, Sanctions and if necessary positive handling are used effectively, consistently and fairly by staff, in line with this behaviour policy
- > Suspensions and Exclusions are only used as a last resort as described in the trust's suspension and exclusion policy
- > Ensure the involvement of families, where appropriate, in behaviour incidents to foster good relationship between home and school
- > Ensure our pupils take on moral responsibilities linked to our values to: care for each other; demonstrate honesty by taking responsibility for their actions and showing respect for all.
- > We believe that when a child demonstrates unacceptable behaviour, it is the behaviour which is unacceptable and not the child.
- > Children are taught to take responsibility for their own learning and behaviour, and to realise that there are clear expectations during the school day.
- > We are dedicated to helping children to recognise, address and take responsibility for their choices.
- > We believe it is our duty to promote, encourage and celebrate positive relationships and exemplary behaviour within the school.

6. Promoting Positive Behaviour

All school staff will encourage positive behaviour by setting a good example and:

- > Making behavioural expectations clear through an assertive style of behaviour management
- > Highlighting good behaviour with verbal praise
- > By modelling the behaviour expected of children as appropriate e.g., listening, talking politely and respectfully, being physically gentle, trusting, truthful, fair and caring.
- > Being consistent and fair
- > Warning of the consequences of making the wrong choices about behaviour
- > Informing parents of good behaviour and celebrating this
- > Encouraging parents to act as role models for their children in terms of their own behaviour

Staff can also use the following strategies to promote positive self-esteem and good behaviour:

- > A relevant, motivating, stimulating curriculum, differentiated to meet the needs of all pupils.
- > Display the classroom rules
- > Develop positive relationship with pupils through:
 - o Greeting pupils in the morning/at the start of lessons
 - o Establish clear routines
 - o Communications expectations of behaviour in ways other than verbally
 - o Highlight and promote good behaviour
 - o Conclude the day positively and start the next day afresh
 - o Use positive reinforcement
- > Positive self-esteem and talking and learning about behaviour will be taught regularly through the PHSE programme.
- > Listening systems will be employed in each class so that children know how to indicate to the teacher that they need to talk about something that is worrying them.
- > Praising/rewarding children who are exhibiting appropriate behaviour and noting those who then copy that behaviour.
- > Children in each class will be given opportunities to take responsibility in various ways.
- > Class rewards systems as detailed above will be made available in order to reward and promote good behaviour at an age-appropriate level and expectation.
- > Children who behave inappropriately will be encouraged to discuss the value they are not demonstrating and discuss ways in which they could manage the situation next time to avoid this situation recurring.

- > Children are given clear boundaries that are consistently enforced to keep them safe
- > Whenever possible, children are informed in advance of changes in routine
- > Visual timetables and expectations are shared daily
- > A range of activities are organised at lunchtime to develop positive play
- > Alternative arrangements are made for children struggling during break and lunchtimes
- > Positive relationships/behaviour for learning are acknowledged and encouraged consistently throughout the school day
- > Children are encouraged to take responsibility for their own behaviour for learning and make the right choices
- > Each year children, parents and the school sign an updated Parent Partnership Agreement
- > Zones of Regulation are used across the school, embedding a common language to help children to recognise and accept their feelings and emotions
- > Zones of Regulation encourage children to take responsibility for improving their mood or behaviour through strategies and toolkits
- > Positive affirmations and growth mind set displays are visible around the school

7. Incentives and Rewards for Demonstrating Good Behaviour

Children will be rewarded for “going above and beyond” in terms of effort in their learning or for demonstrating these values in action in the same way. We will expect all children to demonstrate and “live out” these Christian values daily in school and rewards will be the exception.

Rewards will consist of:

- > A simple ‘Well done’ is enough most of the time!
- > Each class uses class dojo's as an individual and class reward system
- > Each class will have one collaborative reward system in place – pom pom's in the jar for class achievement target
- > Frequent positive feedback to parents will be given on the gate
- > 2 x positive dojos home a week to recognise and reward progress and success
- > A weekly Celebration Worship will celebrate individual success; achievements, kindness,
- > presentation, sportsmanship etc.
- > A ½ termly Celebration ‘Cookies with Mrs. Cook’ will take place to reward a child in each class that has role modelled the school rules and ethos and achieved a ‘Head's Award’.

8. Behaviour Definition

8.1. Misbehaviour

Misbehaviour is defined as:

- > Disruption in lessons and at break and lunchtimes
- > Non-completion of class work
- > Poor attitude towards learning
- > Non-compliance with an adult instruction

8.2. Serious Misbehaviour

Serious Misbehaviour is defined as:

- > Repeated breaches of the school rules
- > Damage to school property
- > Misuse of smart technologies in school e.g. mobile phones, smart watches, tables
- > Any form of bullying
- > Sexual violence (intentional sexual touching without consent)
- > Sexual harassment, meaning unwanted conduct of a sexual nature such as:

- > Sexual comments
- > Sexual jokes or taunting
- > Physical behaviour like interfering with clothes
- > Online sexual harassment such as unwanted sexual comments and messages (included on social media), sharing of nude or semi-nude images and/or videos of sharing of unwanted explicit content
- > Vandalism
- > Theft
- > Fighting
- > Physical Assault
- > Swearing or Verbal Abuse
- > Racist, Sexist, Homophobic or discriminatory behaviour
- > Possession of any prohibited items. These are:
 - > Knives or weapons
 - > Alcohol
 - > Illegal Drugs
 - > Stolen items
 - > Tobacco, cigarette papers and 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)

9. Bullying Definition

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

9.1. Types of Bullying and Definitions

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory including: <ul style="list-style-type: none"> > 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 or Online	Bullying that takes place online, such as through social networking sites, messaging apps, games s consoles or gaming sites

9.2. Preventing and Addressing Bullying

Details about the school's approach to preventing and addressing bullying are detailed in the school's anti-bullying policy which is located here: [add link](#)

10. Roles and responsibilities

10.1. Local Academy Board

- > Establish a set of behaviour principles on which the Headteacher can base the school behaviour policy
- > Review the behaviour policy in conjunction with the Headteacher
- > Monitor the policy's effectiveness
- > Hold the Headteacher to account for the implementation of the policy
- > Ensure that the policy is in keeping with statutory guidance
- > Seek feedback from stakeholders about perceptions and experiences of the school behaviour culture to improve practice
- > Regularly analyse the patterns/trends of behaviour in the school through Headteacher reporting to the Local Academy Board.

10.2. Headteacher

- > Promote a school culture where pupils and staff flourish in safety and dignity
- > Ensure the effective and equitable implementation of the school's behaviour policy so that is consistently and fairly applied
- > Ensure that staff are adequately trained to manage behaviour in line with the agreed policy
- > Determine the measure and the approach in the school behaviour policy to encourage good behaviour and respect for others; secure an acceptable standard of behaviour for pupils and promote, among pupils, self-discipline and proper regard for authority; prevent all forms of bullying; ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils
- > Ensure that staff have asked to appropriate resource to manage behaviour and receive appropriate supervision when required
- > Maintain responsibility for the authorisation and use of suspensions and exclusions in line with the trust's suspension and exclusion policy
- > Publish the school behaviour policy in writing to parents, staff and pupils at least once a year
- > Maintain the strategic oversight of the school's arrangements for removal of pupils from the classroom as defined in this policy

10.3. School Behaviour Lead

- > Support the Headteacher in the implementation of the agreed policy
- > Act as a role model for other staff and pupils in relation to the agreed approach to managing behaviour
- > Monitor the implementation of the policy to ensure that rewards and sanctions are consistently applied to all groups of pupils
- > Monitor the quality of behaviour records and ensure regular communication to parents is undertaken
- > Undertaken regular analysis of school behaviour patterns and trends to identify changes needed to practice
- > Ensure the school environment encourages positive behaviour
- > Undertake the training of staff, volunteers and external providers to manage behaviour effectively inline with this policy and in agreement with the Headteacher
- > Support class teachers to develop individual behaviour support plans for those pupils who have specific behaviour need to be met outside of the standard behaviour management approach

10.4. School Staff

- > Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- > Ensure that the policy is implemented consistently and fairly to all pupils
- > Act as role model consistent with the school values to pupils, other staff, visitors and parents in line with the trust code of conduct

- > Work in partnership with the School Behaviour Lead/Headteacher to provide a personalised approach to the management of pupils with specific behaviour needs as required. Class teachers should be responsible for the writing and implementation of an individual behaviour support plan if required
- > Ensure an accurate and timely recording of all behaviour incidents on the school CPOMS system
- > Ensure regular and timely communication is provided in relation to pupil behaviours as agreed by the Headteacher
- > To participate in any training provided by the school to manage behaviour as agreed through this policy

10.5. External Providers

- > Follow and understand the agreed approach to managing pupil behaviour as outlined in this policy
- > Report to the Headteacher any breaches of the school behaviour policy
- > Act as a role model inline with the school values whilst on the school site

10.6. Parents

- > Reinforce the agreed expectations for behaviour by the school with their children
- > Act as a positive role model for your children in relation to communicate with the school
- > Ensure communication with the school is timely and open
- > Inform the school of any changes in circumstances that may affect their child's behaviour
- > Support, sign and attend review meetings as required if their child is on an individual behaviour support plan

10.7. Pupils

- > 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 school uniform
- > Accept sanctions when given
- > Refrain from behaving in a way that brings the school into disrepute, including when outside school
- > Act as role model for other pupils demonstrating our Christian Values
- > Remind the importance of forgiveness following a behaviour incident

11. Managing Misbehaviour

The school may use one or more of the following sanctions in response to unacceptable misbehaviour:

Step One	Positive reminder/reinforcement	Remind the child that you have faith in them and their abilities. Smile at them. Make them feel valued.
Step Two	De-escalation	Sit and support the child/ Provide further challenge/ Swap their seat/ Give them a job to complete
Step Three	Quiet, supportive chat	Take the child outside/to one side where they are not shamed in front of the class. Remind child of previous successes Tell them that you care about them and their learning and you want to help them to do their best. Discuss ways forward.
Step Four	Reflection Time	Child to sit in a safe, private space and reflect on their behaviour (Written reflection for KS2) Have you made good choices? Have you shown care and kindness? Have you taken responsibility for

		your actions? Time missed out of class will be made up during the following break/lunch time if deemed appropriate
Step Five	Communication with Parents	Arrange a same-day phone call or meeting if behaviour continues. For serious offences, move straight to step five. Following this, a consequence will be shared and discussed with parents.

12. Conflict Resolution and Restoration

When conflict occurs, as it naturally will- we need to give pupils and staff the best chance to get back on track. This includes inside the classroom and during break and lunch time provision.

They need:

- > A chance to tell their side of the story
- > The chance to express their thoughts and feelings
- > An opportunity to understand the perspective of others and the impact of the behaviour in question on everyone
- > The space to think about how to prevent a re-occurrence of the behaviour
- > An opportunity to accept responsibility for the harm caused
- > The space to identify what needs everyone else has
- > The chance to come up with a plan to meet these needs moving forwards

This restorative conversation will take a three-part structure and will include, but not be limited to, the following restorative language:

INCIDENT- What Happened?
What happened next? What has brought us here today? What were your thoughts at the time? What were you thinking? What do you think about it now? How were you feeling? After that happened, what happened next? What else? At that point what were you thinking/feeling? What was in your head? What was happening before? Can you tell us more about X? Can you tell us more about the issues that have brought us here today? And then?

IMPACT- Who has been affected?
Who else had been affected? How have others been affected? How do you feel now? Can you tell us more about X? Has anyone else been affected by this? Anything else to add? If there was, how were they left feeling? Was anyone else involved? What has been the hardest thing for you? Anyone else?

How have you been affected?

RESOLUTION- How can we move forwards?

Do you agree with that?
What do you need in order to move on from this?
Are you OK with that?
What will help you to move on from this?
Anything else to add?
What will it look like when it's done?
If you can't do that, what can you do?
What do you think about what has been suggested?
How does that leave you feeling?
When will it be done?
What would that look like?
Can you tell us more about X?
What else needs to happen?

13. Managing Serious Misbehaviour

The school may use one or more of the following sanctions in response to unacceptable serious misbehaviour:

- > Loss of social time (break or lunch time) including a reflection and conversation with an adult about what has gone wrong and needs to be put right. A reference to the value not being demonstrated will be made.
- > Discussion with the Headteacher and Parents
- > Removal from the classroom
- > Internal isolation working with the Headteacher/Senior Leader for part of the school day
- > Behaviour report card monitoring behaviour
- > Formal behaviour letters to parents
- > Establishment of an individual behaviour support plan

The Headteacher may use one or more of the following sanctions in response to serious breaches of the school behaviour policy in line with the trust's suspension and exclusion policy:

- > Suspension from the school for lunchtimes
- > Suspension from the school for a short-limited period where if allowing them to remain in school would seriously harm the education or welfare of the pupil or others in the school. On return to school the child and parents will take part in a reintegration meeting to address the cause of the sanction and set out expectations for future behaviour.
- > Permanent Exclusion

14. Reasonable Adjustment for Pupils with Special Educational Needs and Disabilities

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

15. Misbehaviour Off-Site

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour or serious 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 or member of the public
- > 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 the staff member (e.g., on a school-organised trip).

16. 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 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 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

17. Removal from classrooms (internal isolation)

Removal is used where a pupil demonstrates a serious breach of the behaviour policy and is required to spend time out of the classroom at the instruction of a member of staff. The intention of this removal is to allow for the continuation of the pupil's education in a supervised setting.

Removal from the classroom should be considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The reasons for removal from the classroom will be communicated transparently to pupils and staff.

Removal will be used for the following reasons:

- > to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- > to enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- > to allow the pupil to regain calm in a safe space.

Removal from the classroom will be used for a maximum period of one day. The Headteacher will ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff. The Headteacher will ensure a clear process of reintegration of any pupil in removal into the classroom where appropriate and safe to do so.

18. Physical Intervention and Support

The use of reasonable force in school is covered by the DfE guidance [Use of reasonable force in schools](#)

The guidance states that schools can use reasonable force to:

- > remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- > prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- > prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- > prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- > restrain a pupil at risk of harming themselves through physical outbursts.

In rare circumstances staff who are physical handling trained may use reasonable force to restrain a pupil for the reasons outlined above.

Incidents of physical restraint:

- > 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
- > Applied using trained techniques from the physical handling training
- > Must not be used as a punishment-it is always unlawful to use force as a punishment
- > Be recorded immediately following the restraint on the school CPOMS system and within the school's bound and numbered book. The incident must be reported on the same day to parents
- > Supported by an individual pupil risk assessment following the first use of a physical restraint which is regularly reviewed
- > Do not require parental consent to use force on a student

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for:

- > knives or weapons,
- > alcohol,
- > illegal drugs,
- > stolen items,
- > tobacco,
- > fireworks,
- > pornographic images or
- > articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm.

Force may not be used to search for other items banned under the school rules.

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

19. Searching, Screening and Confiscation

Any searching and screening of pupils is conducted in line with the DfE's guidance on [Searching, screening and confiscation at school](#)

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in listed in section 18 of this policy (paragraph 3 of the above DfE guidance). These items will be confiscated and not return to pupils. The Designated Safeguarding Lead (or Deputy) should be informed of any searching where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above. The staff member should also involve the Designated Safeguarding Lead (or Deputy) without delay if they believe the search has revealed a safeguarding risk.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

Any search undertaken by an authorised member of staff must be recorded using the school's CPOMS system. The record of search should include:

- > the date, time and location of the search;
- > which pupil was searched;
- > who conducted the search and any other adults or pupils present;
- > what was being searched for;
- > the reason for searching;
- > what items, if any, were found; and
- > what follow-up action was taken as a consequence of the search.

Parents should always be informed of any search for a prohibited item and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

20. Support for pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator 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 to create the plan and review it on a regular basis.

The school will anticipate likely triggers of misbehaviour (ABC from) and put in place support to try to prevent them.

21. Behaviour as indicator of harm

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.

22. Child-on-child sexual violence and sexual harassment

Incidents of child-on child sexual violence and sexual harassment will be dealt with in line with part 5 of the safeguarding principles set out in [Keeping children safe in education](#). The Designated Safeguarding Lead is the most appropriate person to advise on the school's initial response.

When dealing with incidents of this nature the school will ensure:

- > a clear zero tolerance approach to sexual violence and sexual harassment, that is never acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned
- > Incidents 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
- > Victims are reassured that they will be supported, kept safe and are being taken seriously, regardless of how long it has taken them to come forward
- > Abuse that occurs online or outside of the school will be treated equally seriously
- > Ensure the response and if appropriate resulting sanction is proportionate, considered, supported and each incident is considered 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

23. Staff induction, development and support

All staff on employment to the school will receive a copy of the school behaviour policy and training from the school behaviour lead as part of their new starter induction.

All Staff will receive annual training around the school behaviour policy and management of behaviour processes. Periodic additional training will be undertaken with staff individually or as a whole in response to identify trends or patterns.

Nominated staff by the Headteacher will undertake physical handling training which will be reviewed according to the providers reaccreditation timetable.

24. Pupil 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.

25. Monitoring Arrangements

This behaviour policy will be reviewed by the Headteacher and the Local Academy Board at least annually or more frequently if needed in response to identified patterns, trends or stakeholder feedback.

The written statement of behaviour principles will be reviewed and approved by the Local Academy Board on an annual basis.

26. Links to other policies

This behaviour policy is linked to the other following policies:

- > Child Protection and Safeguarding Policy
- > Suspension and Exclusion Policy

> Anti-Bullying Policy