BEHAVIOUR POLICY including EYFS and EXCLUSIONS

Contents

Introduction

Every child has the right to learn, working in an atmosphere that is free from interference or disruption from others. The board of trustees and leadership of the school seek to provide a safe environment, free from disruption, violence, bullying and any form of harassment.

The establishment of an appropriate ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of cooperative teamwork between staff, pupils and parents. All staff at every level of the school have a responsibility for promoting good behaviour and for being positive role models.

This policy upholds the School's Mission Statement along with the pupil charter, 'The Holy Cross Way' which promotes expectations of how pupils behave.

1. Aims

This policy aims to:

> Enable pupils to grow in Christian maturity through the teaching of Christian values and be tolerant and understanding with consideration for the rights, views and property of others;

> Create a positive culture that promotes good behaviour amongst pupils at Holy Cross Preparatory School, ensuring that all pupils have the opportunity to learn and reach their full potential in a happy, calm, safe and supportive environment

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

> Implements the School's duties under the Equality Act 2010, to protect discrimination against the protected characteristics (age, disability, gender reassignment, marriage and civil partnership,
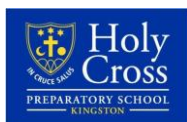
pregnancy and maternity, race, religion or belief, sex, and sexual orientation) including issues related to pupils with SEND and how reasonable adjustments are made for these pupils.

> Outline sanctions of unacceptable behaviour

> Allow pupils to work towards togetherness and a community akin to a well-ordered family

2. Legislation, statutory requirements and statutory guidance

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

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education 2022

> Use of reasonable force in schools 2013

> Supporting pupils with medical conditions at school

In addition, this policy is based on:

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

3. Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence, such as assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Disrespecting the Protected Characteristics in the Equality Act

> Theft

> Physical assault

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Radicalisation

> Possession of any prohibited items. These include: knives or weapons, alcohol, illegal drugs, stolen, items, tobacco and cigarette papers, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
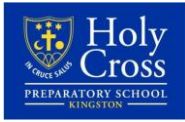
4. Bullying

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

> A single incident with the intention to harm

> 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. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation)
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

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

5. Roles and responsibilities

It is everyone's responsibility to:

> Work as a team, supporting and encouraging one another

> Care for, and take pride in, the physical environment of the school

> Develop the God-given gifts of each member of the community

5.1 The Board of Trustees

The Board of trustees are responsible for:

> Reviewing and approving the written statement of behaviour principles (appendix 1)

> Reviewing this Behaviour Policy in conjunction with the headteacher

> Monitoring the policy's effectiveness

> Holding the headteacher to account for its implementation

5.2 The Senior Leadership Team (SLT)

The SLT is responsible for:

> Leading the school to live by Gospel values and the Holy Cross Way, including respecting rights, British values and beliefs of others

> The SLT will discuss and monitor individual pupil needs on a regular basis e.g. Children of Concern

> Reviewing and approving this Behaviour Policy

> Clearly communicating the school community (parents, pupils and staff where appropriate) the school's policies on arrangements for behaviour, misbehaviour and exclusions, including anti-bullying and keeping children safe

> Ensuring that the school environment encourages positive behaviour and encourages pupils to act responsibly and respectfully

> Ensuring that staff deal effectively with misbehaviour

> 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 to staff in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the Keeping Children Safe Policy to offer pupils both sanctions and support when necessary

> Ensuring the data from the behaviour log and serious misbehaviour log are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

> Recording and monitoring punctuality and responding firmly when it is poor
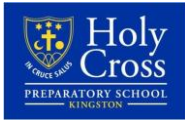
- Ensure the curriculum includes a programme of study for Personal, Social, Health and Economic Education designed to promote mutual respect, self-discipline and social responsibility (see PSHE Education Policy)
- Ensure the curriculum includes a programme of Religious Education and Relationship and Sex Education which includes ethical and moral issues and work on relationships and feelings (see RE and RSE Policy)
- The senior leadership team (SLT) will support staff in responding to behaviour incidents, including meeting with parents as necessary

The pastoral assistant head has the additional responsibilities to:

- Monitor the pastoral needs of all pupils including behaviour
- Identify pupils who require support
- Build a productive relationship with pupils in need
- Create and implement a supportive action plan to help the pupil, including agreeing a trusted adult
- Manage the support of the pupil in need including liaising with the team around the child including outside agencies
- Communicate the needs of the pupil to staff as appropriate
- Liaise with parents as necessary
- Monitor pupil attendance and support those with poor attendance
- Keep accurate records

5.3 Teachers and staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Beginning the school year by creating a class contract and a class age appropriate version of The School Mission Statement, which pupils decide on and agree to
- Implementing the Behaviour Policy consistently
- Communicating the school's expectations (the Holy Cross Way and the rewards and sanctions system), routines, values and standards through teaching behaviour and in every interaction with pupils
- Nurturing positive relationships with pupils to enable them to feel able to discuss personal matters with their class teacher or a member of staff at any time
- Modelling expected behaviour and positive relationships by adhering to the Staff Behaviour Policy which provides clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil
- 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
- Providing opportunities for pupils to discuss appropriate behaviour including weekly class time to provide a forum for discussion e.g. circle time
- Recording behaviour incidents promptly in the behaviour logs
- Providing a challenging and stimulating programme of study to motivate and inspire pupils
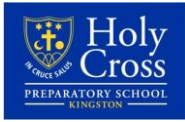
> Challenging pupils to meet the school's expectations; enabling pupils to take increasing responsibility for their own learning and conduct

> Paying particular attention to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet

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

> Allow pupils access to heads of department and the assistant head (pastoral) and deputy head to enable them to discuss personal matters.
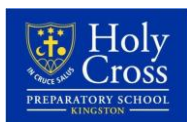
5.4 Parents and Carers

Parents and carers should:

> Adhere to the school rules and regulations

> 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 in a productive way

> Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)

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

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

> Allow children to take increasing personal and social responsibility as they progress throughout the school

> Accept responsibility for the conduct of their children

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 expected to:

> Understand the standard of behaviour they should be displaying at school, including the Holy Cross Way

> Follow the Behaviour Policy

> Uphold the school's key rules and routines

> Understand the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the standard

> Engage in pastoral support that is available to them to help them meet the behavioural standards

> Accept responsibility for their behaviour, showing initiative and understanding how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

6. School behaviour curriculum

The school aims to create a culture that promotes excellent behaviour.

The school curriculum teaches pupils to:

> Follow the Holy Cross Way (a charter of behaviour, promoting good behaviour)

> Behave in an orderly and self-controlled way (self-regulate behaviour)

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school

> Be punctual, polite and ready to begin lessons on time

> Be organised and complete class and homework on time

> Take responsibility for their environment and for their own learning and conduct

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Engage with staff to reflect on behaviour and problem solve solutions

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Girls on Board

Holy Cross Preparatory School is a 'Girls on Board' school. Girls on Board is used with girls in years 3-6 and is an approach to help girls between the ages of 7 and 18 navigate the often troubled waters of friendship problems. This approach helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can. Girls on Board sessions provide the opportunity to discuss specific issues and problems and focus on the statement 'every girl needs a friend,' the pros and cons of group sizes, and behaviours and scenarios faced by girls every day. All junior girls take part in session 1 in their own class- led by the assistant head pastoral or head of juniors. This session takes about an hour and lays out the principles of the approach. Subsequent sessions ('reactive sessions') are shorter and delivered by the assistant head pastoral or head of juniors as and when the need arises.

6.2 Mobile phones

Pupils are not allowed to have mobile phones with them on-site. Older pupils may be granted permission by the headteacher if they are required for travel following a risk assessment.

> Phones will be turned off and stored securely by the class teacher until the end of the day

> Liability lies with the parent in case of loss or damage

7. Responding to behaviour

7.1 Management of behaviour

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

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged and behave appropriately

> Provide a variety of activities at all break times, both outdoors and indoors including a buddy bus stop and playground friends to engage pupils' interests

> Display the expectations e.g. The Holy Cross Way and classroom rules/charter

> Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

> Use descriptive praise to reinforce positive behaviours in pupils, developing self-regulation and high self-esteem by:
  - Praising effort, attitude and strategies used
  - Focusing on what pupils do right and not what they do wrong
  - Praising small steps in the right direction
  - Noticing improvements
  - Praising the absence of negative language
  - Focusing on the individual and not making comparisons
  - Pointing out the quality shown by their behaviour

> Use of the rainbow system to promote self-regulation (Pre-Prep and Early Years only)

> Use of the house points system to reward good behaviour using 'plus a house point' and 'minus a house point' for unacceptable behaviour (juniors)

> Pre-empt situations, reinforcing expectations and giving clear directions of behaviour

> Choosing to ignore disruptive behaviour

> Drawing attention to positive behaviour and ignoring negative behaviour where appropriate when appropriate and praising the rest of the class, giving the pupil a look of enquiry or concern

> Enforce clear rules and expectations of behaviour in the lunch hall and playground using the classroom strategies listed above

> Tackle persistent misbehaviour through referring to the head of departments, assistant head, deputy head or headteacher who will decide when and if it is appropriate to involve the parents in dealing with the matter

> Supervise pupils transitioning around the school

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our keeping children safe Policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our keeping children safe policy for more information.

7.3 Responding to good behaviour including rewards

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

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

> Verbal and non-verbal praise

> Use of stars, stamps, stickers and the rainbow system (Pre-Prep and Early Years) for good work and contribution to the well-being of the school community

> A system of house points (written as HP or -HP in books and recorded online) awarded to junior pupils

> 'Stars of the Week' per class

> Sharing work and positive behaviour with pupils and other adults including headteacher and deputy

> Headteacher special awards

> Communicating praise to parents

> Certificates, prize ceremonies or special assemblies

> Positions of responsibility, such as status or being entrusted with a particular decision or project

> Whole group awards including house activities

7.4 Responding to misbehaviour including sanctions

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising.

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

Strategies for dealing with an incident of misbehaviour include:

> Acknowledging pupil's emotions before focusing on remedial actions

> Investigating incident with an open mind, be mindful of those who feel aggrieved want to see justice done; blame may not all be on one side; what happened may never be proven

- Asking pupils involved, and any witnesses, to give their account of the incident and its impact (emotions, physical harm)
- Asking pupils to provide a resolution
- Giving of mild warnings, e.g. asking the offender, what is the class/school rule that has been broken? Then explaining the consequences of further poor behaviour.
- Where there is conflict, encouraging the pupil to reflect on how their behaviour has affected others and to apologise – often both parties need to apologise
- Discussing with the pupil what happened and why; encouraging the pupil to reflect on what would help them to modify their behaviour
- Ensuring that pupils apologise to the member of staff or pupil affected by their behaviour either verbally or, if appropriate, in writing
- Setting positive target
- Sending pupil to the head of pre-prep or head of the junior department if the incident is serious or persistent
- Discussing pupils under the 'Children of Concern' agenda item at staff meetings and adding brief details to the Children of Concern list which is sent to all staff
- Monitoring behaviour for a given period
- Informing the parents as appropriate
- Recording misbehaviour and serious behaviour incidents and consequences on the pupil history record and on the misbehaviour log
- Reporting persistent and continuous misbehaviour to the assistant head pastoral
- Give a sanction

Sanctions for misbehaviour

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

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

- Non-verbal warning
- A verbal reprimand and reminder of the expectations of behaviour
- Use of the thinking cloud (Pre-Prep and Early Years only)
- Loss of a house point (Juniors) recorded online
- Use of Evaluate, Reflect and Action (ERA) written by the child which includes an account of their behaviour and how to right the wrong. The ERA is recorded into the homework diary on the day it was issued. The ERA is to be signed by a parent. Loss of house points and ERAs are tracked by the class teacher and reported to the head of the junior regularly.
- Reflect on behaviour with head of department involving parents where necessary
- Discuss behaviour including serious misbehaviour with assistant head or deputy head involving parents where necessary
- Expecting work to be completed at home, or at break or lunchtime
- Monitor a pupil's behaviour
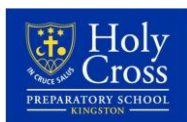
Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

CORPORAL PUNISHMENT IS NEITHER USED NOR THREATENED AT ANY TIME.

7.5 Responding to serious misbehaviour including sanctions

The above strategies for dealing with an incident of misbehaviour may apply, unless the behaviour is immediately categorised as serious misbehaviour or is alleged serious misbehaviour. A member of SLT will investigate any incident of serious misbehaviour or alleged serious misbehaviour. The headteacher will be involved as soon as possible. Parents will be informed and involved

The investigation will be fair and sensitive to all involved. It will include an interview with all parties involved to gather information and establish the facts of the incident. In some situations, pupils will review and write their own recount of the incident and reflect how they would manage things if there was a reoccurrence before staff remediate the situation. Where possible, pupils should be encouraged to seek solutions to encourage emotional independence according to age.

Consideration will be given to the context of incident, historical information, age of the pupil, school rules and regulations, protected characteristics. The investigating member of staff will conclude from the evidence whether serious misbehaviour has taken place and whether any allegation is substantiated, partially substantiated or not substantiated. Where appropriate, a sanction will be applied.

Serious misbehaviour sanctions:

> Loss of privileges – for instance, the loss of a responsibility

> Agreeing a behaviour contract with an individual pupil

> Removal of the pupil from the classroom, break time or an activity (see below)

> Transfer to another class

> Partial and full suspension

> Suspension and permanent exclusions, in the most serious of circumstances(see below)

Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.
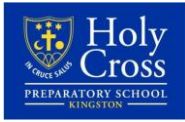
Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

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 who have been removed from the classroom are supervised by a named member of staff and will be removed for a specified length of time.

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 pastoral leads

> Use of teaching assistants

> Short term behaviour report cards

> Long term behaviour plans

> Multi-agency assessment

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

Suspension and permanent exclusions

We do not wish to exclude any pupil from school, but in extreme and exceptional cases, this may be necessary. In such cases the following apply:

> Only the headteacher (or the deputising headteacher) has the power to exclude a pupil from school. The headteacher may at their discretion require the removal, suspension or expulsion of the pupil from the school, if they consider that the pupil's attendance, progress or behaviour (including behaviour outside school) is seriously unsatisfactory and, in the reasonable opinion of the headteacher, the removal is in the best interests of the/those pupils and other pupils

> The headteacher may exclude a pupil for one or more fixed periods. In extreme and exceptional circumstances, the headteacher may exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this

> If the headteacher deems it necessary to exclude a pupil, the parents will be informed immediately and will be given reasons for the exclusion. At the same time, the headteacher will make it clear to the parents that they can, if they wish, appeal against the exclusion. The school will inform the parents of how to make any such appeal to the board of trustees

> The headteacher informs the chair of trustees about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term

If anyone has any reason to contest a decision it should be raised by the complaint's procedure.

Serious Pupil Misbehaviour and Bullying Register

A log of pupil serious misbehaviour resulting in significant sanctions is kept by the Senior Leadership Team (SLT). This includes exclusions, major detentions and disciplinary meetings involving parents. The register includes the pupil's name and year group, the nature of the offence and the sanction imposed. A summary is reported to the board of trustees termly. The register is reviewed annually by a member of the board of trustees.

7.6 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.

Please also refer to Use of Reasonable Force to Control or Restrain a Pupil Policy.

7.7 Confiscation, searches, screening

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

Currently the school does not screen pupils upon entry to the school.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil and parents will be informed if appropriate.

We will confiscate any item that is harmful or detrimental to school discipline. These items will be stored safely by the member of staff involved and returned to the pupil at the end of period specified by the member of staff.

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.

The authorised member of staff carrying out the search will be of the same sex as the pupil, subject to the exception listed below, 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
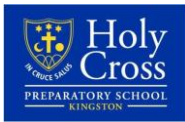
When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

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.

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. At least 2 people will be present other than the pupil, one of these must be an appropriate adult. Read detail in the Screening, Searching and Confiscation Policy.

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.

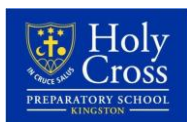For further details please refer to Confiscation, Searching and Screening Policy.

7.8 Off-site misbehaviour

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

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

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

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

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

7.9 Online misbehaviour

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

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

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

7.10 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, deputy head or assistant head will make the report.

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

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

7.11 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
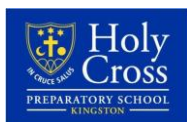
Please refer to our Keeping Children Safe Policy for more information.

7.12 Malicious allegations

Where a pupil makes an allegation against another child or 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 Keeping Children Safe Policy for more information on responding to allegations of abuse against staff or other pupils.

7.13 Violence to staff

The school does not tolerate violence to staff.

8. Responding to misbehaviour from pupils with SEND

8.1 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, such as:

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

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

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

> Training for staff in understanding conditions such as autism

> Use of separation spaces (sensory zones or welcome room) where pupils can regulate their emotions during a moment of sensory overload

8.2 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.

8.3 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.

8.4 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.

9. 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:

> Reintegration meetings

> Daily contact with the pastoral lead

> A report card with personalised behaviour goals

10. Pupil transition

Preparing pupils for transition

The school recognises that prior to transition to a new year group or another school, a pupil may be unsettled by the imminent change and this could affect their behaviour. To ensure a smooth transition to
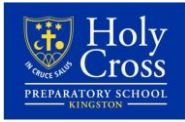
the next year, pupils have a transition session with their new teacher. In addition, staff members hold a handover meeting, and for pupils with SEND, learning profiles detail individual needs.

Once the school is aware of school transfer, staff will be informed. The pupil's behaviour can then be monitored and support provided where necessary. 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 in the new school at the start of the term or year.

11. Monitoring arrangements

11.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom

> Attendance, permanent exclusion and suspension

> Incidents of searching, screening and confiscation

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

The data will be monitored regularly.

The data will be analysed from a variety of perspectives including:

> At school level

> By age group

> At the level of individual members of staff

> By time of day/week/term

> By protected characteristic

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

11.2 Monitoring this policy

This Behaviour Policy will be reviewed by the headteacher and Board of Trustees at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 11.1).

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

This is a public policy which is published on the school website.

Last reviewed November 2024. Next review November 2025.

12. Links with other policies

This Behaviour Policy is linked to the following policies

> Keeping Children Safe Policy

> Use of Reasonable Force to Control or Restrain a Pupil Policy

> Anti-Bullying Policy

> Confiscation, Searches, Screening Policy
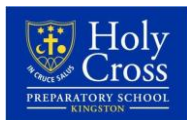
Appendix 1: written statement of behaviour principles

> Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

> All pupils, staff and visitors are free from any form of discrimination

> Staff and volunteers set an excellent example to pupils at all times

> Rewards, sanctions and reasonable force are used consistently by staff, in line with the Behaviour Policy

> The Behaviour Policy is understood by pupils and staff

> The Exclusions Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions

> Pupils are helped to take responsibility for their actions

> Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

Appendix 2: Serious Misbehaviour Investigation template

Date:	
Investigating member of staff:	
Pupil name:	
Class and teacher:	
Incident (initial brief summary):	
Other pupils involved:	

Investigation: Where possible, those involved to review and write their own recount of the incident and <u>reflect</u> how they would manage things if there was a reoccurrence before staff remediate the situation. Where possible, pupils should be encouraged to seek solutions to encourage emotional independence according to age.

Recount – pupil:
Recount – pupil:
Recount – staff:
Prior / relevant history / facts:
Conclusion by investigating member of staff:
Further actions and notes (include date and names):
Parent to be informed (Yes / No and reasons):