



# Behaviour policy and statement of behaviour principles

*A Nurturing Environment. Inspiring Achievement*



**Children have the right to primary education. Discipline in schools should respect children's human dignity.** Article 28 - UNCRC

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**Conifers Primary is a THRIVE School and a Rights Respecting School. This means we put the rights of the child at the heart of everything we do and the THRIVE approach and ethos underpins all social, emotional and academic learning. We create a welcoming, safe and caring environment, where all positive relationships are based on mutual kindness, trust and respect.**

**We aim to continually deepen our understanding of the impact of trauma, how social and emotional learning develops and can be supported and how this underpins our capacity and availability for wider academic learning. We recognise that this is core to our work as a school and forms our behaviour curriculum.**



**The purpose of this policy is to ensure that expectations of pupil behaviour are made clear and that behaviour across the school is continually and consistently managed. We are clear that everyone has the right to feel safe, feel special and to have their needs met. Therefore, this behaviour policy reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community, where a consistent approach aims to ensure that one individual's need and learning does not adversely impact on another's.**

# 1. Aims

This policy aims to make sure, as far as possible, that the children within Conifers Primary School behave well and their behaviour is understood. Being able to understand, regulate and manage emotions, to apply thinking between feelings and action and to increasingly show empathy and understanding to others, is key to our learning.

We aim to enable children to experience challenges, succeed in their learning and have a sense that learning can be fun and relevant to their lives. We want the children to be independent, self-aware learners – socially, emotionally and academically, to be enthusiastic and foster a willingness to take risks. From the earliest opportunity, children will be encouraged to build tolerance, make good choices and take responsibility, in readiness for them taking their place in society and reaching their full potential. We are committed to 'Unlocking Talent, Fulfilling Potential'<sup>1</sup> to improve social mobility through education.

Gaining a sense of pride and building self-awareness through planned and incidental social and emotional learning and positive experiences is part of the ethos of our school.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children 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 children
- 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](#)
- › [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- › [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](#).

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<sup>1</sup> <https://www.gov.uk/government/publications/improving-social-mobility-through-education>

In addition, this policy is based on:

- › Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › DfE guidance explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Refusal to complete classwork
- › Poor attitude
- › Refusal to wear uniform
- › Rudeness to staff and/or visitors
- › Deliberate swearing

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour 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
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
  - 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 child)

## 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

See separate Anti-Bullying policy.

## 5. Roles and responsibilities

### 5.1 The Governing Body

The Governing Body is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher

- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

## **5.2 The Headteacher**

The Headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governing Body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of children
- › 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 children 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 children both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

## **5.3 Teachers and staff**

Staff are responsible for:

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

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

## **5.4 Parents and carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy

- › Inform the school of any changes in circumstances that may affect their child’s behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, 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

The children 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

The children will be supported to meet the behaviour standards

The children will be supported to develop an understanding of the school’s behaviour policy and wider culture.

## 6. School behaviour curriculum

The development of positive social, emotional and learning behaviours is at the heart of our behaviour policy and the whole school learning charter.

### Our Learning Charter

Listen  
Engage  
Ask questions  
Respond  
Never give up

As a THRIVE school, we use our understanding of social and emotional development and learning as part of our responses to behaviour. Our behaviour expectations, rewards and sanctions are revisited and reviewed regularly.

<p><b>Rights:</b> We have the right to:</p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Be respected and treated fairly</li> <li>• Be heard</li> <li>• Feel safe</li> </ul>	<p><b>Rights Respecting Actions</b> Allow and help others to learn Respect others and treat them fairly and equally Listen to others Keep ourselves and others safe by:</p> <ul style="list-style-type: none"> <li>• Respecting personal space</li> <li>• Using kind hands and feet</li> <li>• Saying kind and thoughtful words</li> </ul>	<p><b>Expectations:</b> We try our best We are kind and polite and respect each other We walk safely and quietly around our school We respect our property and the property of others</p>
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Our positive approaches to behaviour involve us 'noticing' good choices and being explicit in descriptive feedback and praise, providing reward as reinforcement. Positive reinforcement is consistent across the school by using the ClassDojo reward system. Children are issued individual, group or whole class dojo points for following the school learning charter. When specific ClassDojo points are achieved, the children receive a certificate and a reward badge.

Our positive approaches are based on:

- Staff understanding that children are learning to manage themselves with the added complexity that they are doing so within a community of other learners who might not yet be skilled.
- Identifying and knowing that triggers and challenges will arise and need to be managed.
- Reinforcing behaviour choices based on our positive, clear and consistent responses within boundaries that offer safety.
- Children knowing explicitly what behaviour is expected in different circumstances.
- Consequences are given for appropriate and inappropriate behaviour choices to be agreed and known to all involved including suspensions.
- Adults being observant, open and inclusive, acting as role models, particularly in how respect is shown, and co-regulators as needed.
- Noticing and rewarding positive behaviour, challenging inappropriate behaviour and setting achievable targets for development.
- Adjustments being made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

The classrooms operate a card system with a 'How am I doing?' chart, which is a fair and transparent system that all children understand. Each child in the class has a named pocket with 4 coloured cards. The consequences for behaviour result in change of card. The explanation of the coloured cards is detailed in [\*Appendix 1\*](#) in this policy. The first card is green and is displayed at the beginning of each day. Children who stay on the green card all day will be rewarded with 2 ClassDojo points.

It is important to us that every day is a new day, a new chance to do well. All of the cards are returned to green at the end of day.

### **THRIVE approach for behaviour**

THRIVE is a dynamic, developmental approach to working with children that supports their emotional and social wellbeing. It is based on the latest research in neuroscience, attachment theory and child development. Life events can introduce episodes which become interruptions in some children's development. The THRIVE programme supports staff in creating a differentiated provision response to need with carefully planned actions.

At Conifers, we use THRIVE for all ages of children and it is woven into the school daily timetable and is supported by the school learning charter. THRIVE is also used in response to individual or emerging need for an individual or group. In these cases, the school works with parents and carers on an agreed action plan.

The school also has a THRIVE base which is our school hub of THRIVE provision. The base offers supportive programmes for children and their families in a variety of ways across the week.

## **6.1 Mobile phones**

We recognise that mobile phones/smart watches are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can be used in a negative way to impact the well-being of other children.



Therefore:

- Children in Years 5 & 6 are permitted to have mobile phones at school. However, all phones must be switched off and handed to the class teacher, who will lock them away and redistribute them at the end of the day. It should be noted that any phone is left at the owner's own risk and the school accepts no responsibility for subsequent damage or loss.
- Smart Watches with camera facilities and independent connectivity to the internet must also be switched off and handed to the class teacher, who will lock them away and redistribute them at the end of the day. It should be noted that any watch is left at the owner's own risk and the school accepts no responsibility for subsequent damage or loss.
- Smart Watches without camera facilities and independent connectivity to the internet may be worn providing they are being used as normal watches and not for any other function beyond telling the time.

Under no circumstances should a mobile phone or Smart Watch be used by children to record still or video images, or to record audio whilst on the school premises. The Headteacher reserves the right to intervene, confiscate hardware and delete any material that has been produced in this manner.

## **7. Responding to behaviour**

### **7.1 Classroom management**

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

They will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the behaviour curriculum which includes [LEARN](#) and the Behaviour Charters:
- Develop a positive relationship with children, which may include:
  - Greeting children out on the playground in the morning
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour (issuing Dojos)
  - Concluding the day positively and starting the next day afresh
  - Using the card system for low-level disruption
  - Using positive reinforcement

### **7.2 Safeguarding**

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

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

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

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

### 7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise and issuing Class Dojos
- Communicating praise to parents/carers via a phone call or in person on the school site
- Certificates, Dojo prizes and special assemblies
- Whole class rewards with a chosen activity

### 7.4 Responding to misbehaviour

When a child’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 children know with certainty that misbehaviour 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.

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 child 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 linked to the school card system (see Appendix 1):

- › Sending the child out of the class
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour
- › Expecting work to be completed at home, or at break or lunchtime
- › Detention at break or lunchtime, or after school
- › Loss of privileges – for instance, the loss of a prized responsibility
- › School-based community service, such as tidying a classroom
- › Referring the child to a senior member of staff
- › Phone call home to parents
- › Removal of the child from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

The card system		
Card	Action	What is the child doing?
<p>Green card</p> 	<p>Child following the rules and school standards</p> <p>Normal classroom and Classroom points</p> <p>1 Step toward at least 100</p> <p>2 Steps toward at the home time</p>	<p>Step points for CLASS</p> 
<p>Blue card</p>	<p>Child given a warning and then verbalised discipline with removal of card</p>	<p>Verbal reprimand, talking to the parent, writing a letter, suspension, or other consequences. The child is given a written account of the behaviour and the consequences.</p>
<p>Yellow card</p>	<p>Detention at lunchtime</p> <p>Member of staff to discuss the behaviour with the child and explain</p>	<p>Continually misbehaving in the classroom or at home. The child is given a written account of the behaviour and the consequences. The child is given a written account of the behaviour and the consequences.</p>
<p>Red card</p>	<p>Exclusion from school</p> <p>Referral to school leadership</p> <p>Staff involved to discuss and report to the school</p>	<p>Continually misbehaving in the classroom or at home. The child is given a written account of the behaviour and the consequences. The child is given a written account of the behaviour and the consequences.</p>

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

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child 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 on a safe hold form and logged on My Concern.
- › All incidents must be 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.

At Conifers, we are a Team Teach school. A small group of staff are fully trained to use Team Teach Techniques if and when they are required and are proportionate to the behaviour.

Staff members under supervision of the Senior Leadership Team, should agree the use of 'Safe Holding' and it will be recorded and monitored. Any member of staff who has been involved in a 'Safe Hold' situation will be expected to debrief with the Headteacher.

## 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 child's possession as a result of a search will be confiscated. These items will not be returned to the child.

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

### Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher (ordinarily a member of the Leadership Team) 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 child, and there will be another member of staff present as a witness to the search. There will always be another member of staff present to witness the search unless exceptional circumstances require otherwise.

An authorised member of staff of a different sex to the child 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 child; **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 child. During this time, the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the children, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

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

If they still refuse to co-operate, the member of staff will contact the Headteacher / designated safeguarding lead (or deputy), 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 child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child 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 child'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 possessions**

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

- › Desks
- › Lockers
- › Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child 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 child's possessions when the child 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 child was in possession of a prohibited item as listed in section 3
- › If they believe that a search has revealed a safeguarding risk

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

### **Informing parents**

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 child 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 child'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 child(ren) involved. Staff retain a duty of care to the child involved and should advocate for 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 children's parents to inform them that the police are going to strip search the child before strip search takes place, and ask them if they would like to come into school to act as the 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 child'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 child, 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 child 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 child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child 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 child
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the child, 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 child 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 child could be seen by anyone else.

### **Care after a strip search**

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child 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 child 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 child who has been strip searched more than once and/or groups of children 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.

## Screening

Conifers Primary School does not screen children on entry.

### 7.7 Off-site misbehaviour

Sanctions may be applied where a child has misbehaved off-site when representing the school. This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

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

### 7.8 Online misbehaviour

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

- It poses a threat or causes harm to another child
- 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 child is under the lawful control of a staff member.

### 7.9 Suspected criminal behaviour

If a child 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/SLT will make the report.

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

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

### 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.

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

## **7.11 Malicious allegations**

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 children accused of misconduct.

Please refer to our child protection and safeguarding policy and the school policy for dealing with allegations against staff.

## **8. Serious sanctions**

### **8.1 Detention**

Children can be issued with detentions during break or after school.

The school will decide whether it is necessary to inform the child's parents.

When imposing an after school detention, the school will consider whether doing so would:

- Compromise the child's safety



- › Conflict with a medical appointment
- › Prevent the child from getting home safely
- › Interrupt the child's caring responsibilities

## **8.2 Removal from classrooms**

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

Children 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 children 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 child is being unreasonably disruptive
- › Maintain the safety of all children
- › Allow the disruptive child to continue their learning in a managed environment
- › Allow the disruptive child to regain calm in a safe space

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

Children 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 child 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:

- › Use of teaching assistants
- › Use of ELSA/THRIVE staff
- › Use of Emotional Health and Family Liaison Lead
- › 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 on My Concern and SIMs.

## **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.

## **9. Responding to misbehaviour from children with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that 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 child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children 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 child caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- › If a child 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 child concerned such as:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload.

### **9.2 Adapting sanctions for children with SEND**

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

- › Whether the child was unable to understand the rule or instruction?
- › Whether the child was unable to act differently at the time as a result of their SEND?
- › Whether the child 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 child 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 child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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 child 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.

## **10. Supporting children following a sanction**

Following a sanction, the school will consider strategies to help a child to understand how to improve their behaviour and meet the expectations of the school which include:

- › Use of ELSA support and/or THRIVE staff
- › Daily contact with support staff
- › Reintegration meetings

## **11. Transition**

### **11.1 Inducting incoming children**

The school will support incoming children 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 children for transition**

To ensure a smooth transition to the next year, children 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 children's 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 children at the school
- › 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 on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension

- › Use of pupil support units, off-site directions and managed moves
- › 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

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Headteacher and Full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 2) will be reviewed and approved by the Full Governing Body annually.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Safe Touch policy

Mobile phone policy

Anti-Bullying Policy

## **Appendix 2: Behaviour Principles September 2023**



Every child in the school understands the school learning charter:

- Listen
- Engage
- Ask questions
- Respond
- Never give up

As a THRIVE school, we use our understanding of social and emotional development and learning as part of our responses to behaviour. Our behaviour expectations, rewards and sanctions are revisited and reviewed regularly.

<p><b>Rights:</b> We have the right to:</p> <ul style="list-style-type: none"> <li>• Learn</li> <li>• Be respected and treated fairly</li> <li>• Be heard</li> <li>• Feel safe</li> </ul>	<p><b>Rights Respecting Actions</b></p> <p>Allow and help others to learn          Respect others and treat them fairly and equally          Listen to others          Keep ourselves and others safe by:</p> <ul style="list-style-type: none"> <li>• Respecting personal space</li> <li>• Using kind hands and feet</li> <li>• Saying kind and thoughtful words</li> </ul>	<p><b>Expectations:</b></p> <p>We try our best          We are kind and polite and respect each other          We walk safely and quietly around our school          We respect our property and the property of others</p>
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### **Principles:**

- Staff know that all behaviour is a form of communication so staff will try to support and understand the child through the THRIVE approach.
- All children, staff and visitors are free from any form of discrimination.
- Staff and volunteers set an excellent example to children 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 children and staff.
- Suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- Children are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.