

Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes must be made to the text where indicated
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Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying



Grove CE Primary School

Approved by:	Education Quality Standards Impact Committee
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Adopted by school:	LGB
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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.

Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of “community” and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child’s sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a ‘zero tolerance’ or ‘one size fits all’ approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. Legislation, statutory requirements and statutory guidance

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

[Behaviour in schools: advice for headteachers and school staff 2024](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes, vapes and lighters
 - 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
- 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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Grove CE is committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure environment. Bullying of any kind is unacceptable at our schools. If bullying does occur, all staff and pupils should say and know that incidents will be dealt with promptly and effectively.

Grove CE acknowledges that bullying does happen from time to time in our schools. It would be unrealistic to claim that it does not. However, it is our aim to:

- Ensure that all children, young people and adults within our academies have a common understanding of what bullying is.
- Reduce all forms of bullying.
- Communicate clearly to children and parents the strong response to such events in ODST schools.
- Stress that the whole school community acts together on this issue.
- Continually work to maintain a warm and harmonious atmosphere within our schools.

At Grove CE we can assure that:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The **school** will protect and support all parties during academy/extra-curricular time and on academy premises whilst issues are resolved.

Roles & Responsibilities

- All staff at Grove CE have a responsibility for implementing this school's policy and dealing appropriately with incidents that are brought to their attention.
- Schools are urged to appoint someone who will manage bullying in the school, provide support for staff, provide guidance on curriculum development to ensure bullying is a taught element of the school's work and ensure appropriate training is provided for all staff.
- The Headteacher is responsible for ensuring the policy is implemented consistently and effectively.
- The impact of this policy will be monitored by governors through regular audit of records of serious incidents and alleged bullying during school visits. The outcome of this monitoring will be reported to Local Governing Bodies and will impact on future development of associated policies and practice.

Entitlement and Inclusion

All pupils, whatever their ability, gender, race, religion, size or weight are entitled to feel safe and have full and equal access to provision both during the school day and during extracurricular activities. All pupils have the right to be listened to and fairly treated if they report or are accused of bullying.

How Grove CE will prevent bullying

In order to minimise incidents of bullying, at Grove CE:

- A regular programme of PSHE is delivered.
- Regular Teacher – Class discussion takes place e.g. during circle time, dealing with friendship / playtime issues.
- Peer support to be strongly emphasised: with children taught how to effectively support a bullied friend/peer and how to resist "joining in" with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.
- A school Anti-Bullying Code is in use, giving clear advice to children on what to do if you are a witness or a victim of bullying.
- Our HSLW and ELSA are on hand everyday to support the children

How pupils, parents/carers and staff can report incidents of bullying that happens in school, outside of school or online

Parents and children will know whom to talk to. In the first instance this will usually be their class teacher, but it could also be:

- Another teacher known to them.
- A Teaching Assistant.
- A Learning Mentor.
- A Lunchtime Supervisory Assistant.

The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

How the Grove CE investigates allegations of bullying including incidents that happen off school premises or online

The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

If further bullying takes place, the school's behaviour, rewards and sanction policy should set out what the school's next steps will be.

As a result of the discussion clear expectations are laid down as to:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when
- the arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day? Individual circumstances will determine the precise arrangements to be made.
- Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g.: alternative provision at lunch time for a given period to ensure they do not pose a threat.

How Grove CE records, analyses and monitors incidents of bullying

We record bullying at all stages, together with the action taken in the pupil's personal file, transferred with the child from class to class. This may be transferred at transition to the next phase of the child's education. All stages are recorded on CPOMS.

How Grove CE trains staff and governors in preventing and handling bullying

Information about the school's bullying strategy/policy must be made available to parents on the school's website and on request. Schools in the trust are urged to take part annually in 'Anti-bullying Week' to highlighting positive behaviours and attitudes. New staff should be inducted into the school's safeguarding and anti-bullying procedures on arrival. This training should be refreshed for the whole staff every two years.

5. Roles and responsibilities

5.1 The local governing body (LGB)

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils 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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

Extra support and induction will be provided for pupils who are new to the school.

6. School behaviour ethos

At Grove CE, we believe that positive behaviour is learned in an atmosphere rooted in love, mutual respect, praise and encouragement. Everyone is expected to maintain the highest standards of personal conduct and adults consistently model positive behaviour, language and body language. Exemplary behaviour is at the heart of productive learning and good habits are encouraged from the moment a pupil enters the school, enabling them to 'let their light shine'. We believe every member of our school community deserve this.

Policy aims

- To promote values that uphold a culture of exceptionally good behaviour for both learning and for life in the wider community.
- To ensure that all learners are treated fairly and shown respect.
- To help learners to take control over their own behaviour and to be responsible for the consequences of it.
- To provide a behaviour framework for staff that ensures calmness, consistency and love.
- To provide a partnership approach to managing poor behaviour and dynamic interventions to support both staff and learners.

Guiding principles

- Where children feel valued as individuals and have their efforts and successes recognised they respect adults and accept their authority.
- Children feel secure when there is certainty in adult responses.
- A culture of consistency in adult behaviours is at the heart of excellent behaviour management.
- Visible routines give children security and certainty.
- Adults in school must be aware of those children who are on the special needs register and recognise that their challenging behaviours may need a differentiated response.
- When the ethos of the classroom and the school is positive there will already be an atmosphere of mutual respect, where pupils are behaving appropriately and teaching and learning is leading to achievement.

Consistent and visible routines

All staff

- Meet and greet at the door with positive body language, both in the morning and afternoon.
- Always refer to our school vision and values when talking about behaviours, in both recognising positive and addressing negative behaviours.
- Ensure that lessons are well prepared, meeting the needs of both previous lower attainers and rapid graspers.
- Ensure that the learning space is set up appropriately for the learning and all equipment and materials are ready to use.
- Model moving around the school calmly and quietly.
- Use a visible recognition system throughout every lesson (recognition boards)
- Be calm and give 'take up time' when going through steps. Prevent before consequences.
- Use prompts. the green (smile), amber (frown) and red (sad) cards discreetly, to provide non-verbal prompts.
- Use the scripted conversations (as detailed in the Behaviour Framework), when necessary.
- When addressing negative behaviours staff will always conclude by reinforcing that they know the pupil can demonstrate good behaviours (see Behaviour Framework).

Senior Leadership Team

Senior leaders are not expected to deal with behaviour referrals in isolation, but stand alongside colleagues to support, guide, model and demonstrate a unified consistency to the learners.

Senior Leaders will:

- Meet and greet at the beginning of the day
- Be a visible presence around the school, particularly at transition times
- Regularly provide opportunities to share good practice
- Ensure all staff have access to the reporting element of CPOMS
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies

Ensure that staff have relevant and up to date training to ensure they can management behaviour

Our expectations

Pupils are expected to:

- be kind to others, including staff and peers
- move around the school calmly and quietly
- arrive promptly at lessons, have the necessary equipment and be ready to learn.
- actively participate in lessons, completing classwork and handing in home learning on time
- recognise what is and what is not appropriate behaviour
- develop a responsible attitude to their own behaviours
- respect the opinions and beliefs of others
- understand that bullying and bad language will not be tolerated
- express their own point of view both sensibly and sensitively

Staff will be expected to:

- model and reinforce positive behaviour
- follow the Behaviour Framework to ensure consistency of approach
- be mindful to praise in public (PIP) and reprimand in private (RIP)
- listen to pupils and acknowledge them
- respect pupils as individuals and not label them
- record behaviour incidents that require additional support or 'thinking time' outside the classroom on the school behaviour management system (CPOMS)
- ensure that no pupil is discriminated against because of their ethnic origin, gender, sex, culture, sexuality, religious belief or because of any family responsibility they may have
- use a calm voice and encourage children to do likewise
- never use physical punishment of any kind or use physical intervention at any time, unless a child is in immediate danger of harming themselves or others
- record any physical intervention in the red 'Bound and Numbered Book', located in the locked filing cabinet in the school office.
- remind all pupils of behaviour expectations prior to an off-site trip. Consistent inappropriate behaviour may prevent the child from being allowed to participate on a trip - especially where safety is paramount. School rewards and sanctions will still apply.
- carry out an individual risk assessment for any child following an individual behaviour plan (IBP), prior to participation in an off-site activity/trip

Parents/Carers are expected to:

- work in partnership to ensure good behaviour
- inform staff of any concerns

- respond to concerns raised by staff
- ensure pupils arrive at school on time, correctly equipped and ready to learn

Our Expectations

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> ● Know that you should always say ‘please’ when you are asking for something. ● Know that you should always say ‘thank you’ when you receive something or someone does something nice for you. ● Know that you should let any waiting adults through a doorway before walking through yourself. ● Know that you should say ‘Good morning/afternoon’ to adults if spoken to. ● Know that if you respect someone, you have a good opinion of their character or ideas. ● Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> ● Know that we wear full uniform. ● Know to hang coats and bags up appropriately. ● Know that we can wear a watch and small stud earring - no other jewellery. ● Know to wear correct PE kit as appropriate. ● Know that make up and nail polish is not to be worn. ● Know to wear hair appropriately – tied back 	<ul style="list-style-type: none"> ● Know that we enter/exit singing or in silence and we walk into/out of the hall. ● Know that we sit cross-legged with a straight back and hands in laps. ● Know that we face the assembly leader and face forwards with eyes on the speaker 	<ul style="list-style-type: none"> ● Know that we walk around school in a straight line. ● Know that we line up in register order. ● Know that we open doors for others. ● Know that we pick up litter, coats and resources if on the floor or untidy. ● Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> ● Know that we use a quiet voice and talk to the children opposite or adjacent to them only. ● Know that we line up – one behind the other, quietly. ● Know that when eating, we stay in our seats facing our food. ● Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) ● Know that we chew with our mouths closed. ● Know that we say please and thank you. ● Know that we put our hand up for adult attention. ● Know that we walk in the dining room. ● Know that if we have eaten a school dinner, we collect own rubbish and put in bin. ● Know that if we have eaten a packed lunch, we take wrappers home. ● Know that we clear away our table space, cutlery, plate, cup and leave tidy. ● Know we tidy up any food that we may have dropped on the floor or any spillages.
	Ready to Learn	Moving to the line (In class)		
	<ul style="list-style-type: none"> ● Know how to follow the stopping strategy: ‘Adult hand up, all pupils hand up and silent. ● Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) ● Know that we keep our workspaces /resources tidy (before/during/after work) including floor spaces ● Know to be punctual ● Know how to be ready for the 	<ul style="list-style-type: none"> ● Know that we walk to the line sensibly. ● Know that we line up in register order (some exceptions) ● Know that we place chair under the table when leaving seat. ● Know that we walk in a quiet, calm manner. 	<ul style="list-style-type: none"> ● Know that we are respectful of the learning environment. ● Know to take care of displays when lining up. ● Know to place all litter in a dustbin, do not walk past. ● Know to walk around school in a quiet, sensible manner. ● Know that we pick up coats and place back on pegs / report 	
		Behaviour outside of school		

	<p>lesson e.g., had a drink, toilet break etc.</p> <ul style="list-style-type: none"> Know that we place chair under the table when leaving seat. Know that we do not hang out in the cloakrooms Know that we walk in a quiet, calm manner around the classroom. Know that we treat equipment appropriately and with respect. Know to stay in our seats and put up our hand for adult attention. 	<p>responsibly and respectfully.</p> <ul style="list-style-type: none"> Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Know that examples of being considerate on the way home include walking not running, giving people plenty of space, using a quiet voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	<p>to the class teacher.</p> <p>Playtime Behaviour</p> <ul style="list-style-type: none"> Know that you must walk from your classroom to the playground. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly. Know that the whistle at break / lunch times mean to freeze 	<p>Presentation in Books</p> <ul style="list-style-type: none"> We know how to set out our work in our books: Learning objective, other sheets stuck in straight. Vocab in red pen Self marking in pink pen Adult marking in green pen Error correction – ruled line through in maths; use of crosses over word(s) Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square Use of rulers, pens and sharpened pencils. We take pride in all books through the absence of graffiti, large ticks in self-marking, folded edges of pages etc
<p>Attendance & Punctuality</p> <ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning. 	<p>Lining Up</p> <ul style="list-style-type: none"> Know that we place our arms by our side. Know that we face forward. Know that we stand with straight backs / good posture. Know that we line up in silence Know that we walk in single file. 			

Behaviour Framework

Behaviour at Grove CE Primary School is intrinsically linked to our school vision: ***'Let Your Light Shine and our values of Love, Respect and Resilience.'***

Our three school rules are:		
Be kind	Be respectful	Be your best

Recognition

Behaviour can be recognised through:

- Verbal praise recognising children who demonstrate the learning pillars or school rules.
- Children who demonstrate the behaviours expected of them will be recognised on class Recognition Boards.
- A child's name is written up on the board and the teacher will explain why they are doing this by referencing our core rules.
- Children's names can go up more than once on the Recognition Board each day.

- Children cannot come off the Recognition Board once on it.
- Each week, we give our **SHINE** awards in our whole school Celebration Collective Worship

Conversations, consequences and restorative actions

The school rules form the basis of any conversation held with children: **be kind, be respectful and be your best.**

1. When speaking to children, it is important to remind them which of the rules and values they have not met.

“You have not followed our school rule of ‘Be kind/respectful/your best because... By doing this, you are not letting your light shine.’”

2. A thirty second conversations might be held with children to redirect their behaviour (see below).
3. If children are given time to reflect, then a WARM conversation needs to be held (see below)

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE	
sad tired sick bored I can try... stretch	happy calm feeling ok ready to learn I can try... drink water	frustrated worried silly excited I can try... deep breaths	angry terrified yelling hitting I can try... take a break	<p>Mistakes and muck ups happen but we can fix them. Choose to keep your conversations WARM.</p> <p>W What happened? How does what happened fit with how we do things at our school? What was I thinking about at the time? What I am thinking now about what happened?</p> <p>A Affect Who was affected by what happened? Was what happened fair to them? Was what happened the right thing?</p> <p>R Repair What do I need to do to repair things? How will this help put things right? When can this happen?</p> <p>M Move Forward How can we make sure this doesn't happen again? What do you need to start/stop/stay doing? If this happens again, what do you think should happen next?</p>

Step	Dealt with by	Action	
1 Classroom: <ul style="list-style-type: none"> • Low level disruption • Fiddling • Calling out • Swinging on chair • Distracting others. Playground/Lunch Hall: <ul style="list-style-type: none"> • Snatching • Interrupting games • Certain unkind behaviour 	Class teacher Adult dealing with incident on playground/hall	Classroom/Playground/Lunch Hall: Give a visual or verbal redirection saying what we want to see. If you need to say something “Remember to follow the school rule of being kind/respectful/your best.” Follow up with a thumbs up when the behaviour has improved.	
2 Classroom: <ul style="list-style-type: none"> • Persistent disruption • Throwing items Playground/Lunch Hall: <ul style="list-style-type: none"> • Snatching • Persistently interrupting games 	Class teacher Adult dealing with incident on playground/hall	Classroom/Playground/Lunch Hall: Speak to child at their level. “You have not followed our school rule of ... because ... I need you to ...” Follow up (by adult dealing with incident) with a reminder of expected behaviour.	
3 Classroom: <ul style="list-style-type: none"> • Hurting with words or actions • Continued persistent disruption • Inappropriate language Playground/Lunch Hall: <ul style="list-style-type: none"> • Unkind behaviour or words 	Class teacher Adult dealing with incident on playground/hall	Classroom: Speak to child at their level. “You are not letting your light shine because ... I need you to have some thinking time” Thinking time (inside or outside of classroom) - max 5 minutes. Follow up (by adult dealing with incident) with a reminder of expected behaviour when thinking time is over. “Thank you for having thinking time. I need you to follow the school rule of...” Parents informed at the end of day Record on CPOMS.	Playground/Lunch Hall: Speak to child at their level. “You are not letting your light shine because ... I need you to have some thinking time” Thinking time on a bench or quiet area – max 5 minutes. Follow up with a reminder of expected behaviour when thinking time is over. “Thank you for having thinking time. I need you to follow the school rule of...” Parents informed at the end of day Record on CPOMS.
4 Classroom/ Playground/Lunch Hall: <ul style="list-style-type: none"> • Constant disruption • Refusal to follow instruction / complete work / leave room • Disrespectful behaviour towards members of staff • Leaving class without permission 	Class teacher Adult dealing with incident on playground/hall	Classroom: Speak to child at their level. “I can see you need to reset your light so it can shine.” Time in another class (year up) – max 10 min or miss break. Follow up (by adult dealing with incident) with a reminder of expected behaviour when thinking time is over. “Now that you have reset your light, I expect you to follow the school rule of...” Parents contacted by class teacher via phone or at door. <ul style="list-style-type: none"> • Behaviour plan instigated by Class teacher Record on CPOMS and alert SLT	Playground/Lunch Hall: Speak to child at their level. “I can see you need to reset your light so it can shine.” Time in Y5 classroom – max 10 min. Follow up (by adult dealing with incident) with a reminder of expected behaviour when thinking time is over. “Now that you have reset your light, I expect you to follow the school rule of...” Parents contacted by class teacher via phone or at door. <ul style="list-style-type: none"> • Behaviour plan instigated by Class Teacher Record on CPOMS and alert SLT
5 Classroom/Playground/Lunch Hall: <ul style="list-style-type: none"> • Use of offensive language • Damage to school property • Stealing • Spitting • Fighting Serious incidents <ul style="list-style-type: none"> • Injuring others 	Class teacher Refer to SLT, DHT or HT	Member of SLT called. SLT to determine consequences, which could be: <ul style="list-style-type: none"> • Missed lunchtime/breaktime • Behaviour plan instigated • Internal suspension (HT is the only one who can internally suspend) • Fixed term suspension (HT is the only one who can suspend for fixed term) Parents contacted. Record on CPOMS by initial responder and alert SLT.	

- Willful damage to other's/school property
- Bullying,

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum. Staff may decide that the best course of action is to put an Individual Behaviour Plan or a 5 Step Adult Response Plan in place to support.

Individual Behaviour Plan

BEHAVIOUR PLAN		
PUPIL NAME:	DATE OF BIRTH:	CLASS:
YEAR GROUP:		
<u>Date plan starts:</u>	<u>SEN Support/EHCP/CIN/CP</u>	<u>Medical conditions/needs:</u> None
<u>Date of next review:</u>		
<u>Likes</u>	<u>Dislikes</u>	<u>Challenging behaviour seen</u>

What are signs they feel calm?	What behaviours might indicate they may be dysregulated?	What do we know helps?	What should we definitely not do?	What events /environments do they find difficult?	How can we help them feel understood and heard?

Classroom	Pastoral	Parents
What can easily be provided in the classroom every lesson?	What can be provided by pastoral staff weekly/daily?	How can parents support?

1. Give them a simple reminding/refocusing followed by a thank you which shows that you expect compliance.
2. If they do not respond, 30 second private intervention – get in, deliver the message and anchor the child’s behaviour. ‘I noticed you are...’ ‘You are not keeping yourself or others safe.’ ‘You have chosen to...’ ‘I need to see you making safe, respectful choices.’ ‘Thank you for listening.’
3. If they continue to not respond speak to them privately ‘You can choose to... and this will happen or you can choose to not complete the task and we will call SLT to fetch you. I’ll leave you to make your decision.’
4. Enforce the consequence you discussed in stage 3. Any missed learning should be completed during

breaktime or lunchtime or sent home to be completed. At this level work with the child to come to a solution together.

5. Failure to make a choice will result in SLT being called and they will remove the child from the classroom to ensure relationships are maintained. This will be for a short period of time. Repair conversations will take place and any work missed will be completed at breaktime, lunchtime or at home.
6. Failure to comply with SLT will result in a phone call to parents to ask them to come in and support their child to understand the behaviour that is expected and settle them back to their work (if appropriate).
7. Suspension from school.

Throughout all the stages in this Plan all adults (staff and parents) will continue to support and encourage safe / good behaviour choices and focus on learning. Time out at the reflection den will be used throughout.

5 Step Adult Response Strategy Plan

Pupil: Year Group: Date:

Possible Triggers to consider and if possible avoid

- Other children behaving unpredictably
- Unexpected changes in routine or staffing
- Finding a task challenging
- An unexpected outcome or something not turning out as he had hoped/expected
- Transitions from one task to another especially when stopping a task that he is enjoying – give plenty of warning.
- Weather changes – heatwaves or rainy days
- Any physical discomfort as ***** will fear that it is permanent
- People or things not being where he expects even if only briefly
- Loud noises
- Timers that end with an alarm/bell
- Things breaking or being broken especially his chewy or sensory toys
- He will drink too much water when asked to drink and then feel unwell
- Not being selected to speak when he has his hand up/not being chosen for an activity
- Irregularities in any sort of sequence or an incomplete data set

COMMUNICATING BEHAVIOURS Level 1	COMMUNICATING BEHAVIOURS Level 2	COMMUNICATING BEHAVIOURS Level 3	COMMUNICATING BEHAVIOURS Level 4	COMMUNICATING BEHAVIOURS Level 5
Focussed and engaged in lesson	Flapping /stimming / rocking	Moving round the room during CT input or quiet working time	Increased volume	Physical hurting including biting
Calm and happy	Explosive jump up from chair	Shouting or screaming	Loud crying	Barging
Displaying a positive attitude to learning by contributing to lesson	Loud noises – humming, singing	Catastrophising	Loud screaming	Grabbing hands
Positive engagement with peers	Rocking	Crying	Approaching other children in a heightened manner	
	Increased chewing	Frustration	Physical hurting including biting and squeezing	
	Close proximity to supporting adult –			

<p>Will accept instruction</p> <p>Will respond to adults</p> <p>Independent activity</p>	<p>attempting to sit on lap for example</p>	<p>Taking hand and mouthing as if to bite</p>		
Adult Responses				
Keeping at Level 1	Responding to Level 2	Responding to Level 3	Responding to Level 4	Responding to Level 5
<p>Praise – Focussed on action</p> <p>Showing work to adults</p> <p>Non-Verbal communication- Open body language, thumbs up, smile.</p> <p>Standing up out of chair is *****'s way of staying focused.</p> <p>Moving into the cloakroom area is also an expected way for ***** to stay focused then return to his task (flexible movement / self-directed movement)</p> <p>Positive time and task reminders "***** you have minutes left until we move on"</p> <p>"Shall we tick off this activity from your task sheet?"</p> <p>"OK, what's next?"</p> <ul style="list-style-type: none"> • Task – 3-minute brain break • Verbal praise/House Points/Lunch Points/Value awards • Timetabled brain breaks • Non-verbal – e.g. thumbs up • Proximity praise • Task sheet which is discussed frequently 	<p>Redirect back to task with one of these possible responses– "This looks great, what shall we do next?"</p> <p>"How can I help?"</p> <p>"I'm here when you're ready."</p> <p>"Sitting on your chair thanks."</p> <p>Positive challenge- "I bet you can't beat me...I bet you can't do it before I..."</p> <p>Alternative working space – "Let's walk and talk."</p> <ul style="list-style-type: none"> • Redirection • Stay close • Use minimal language with phrases such as 'This first, then • Make suggestions rather than commands • Offer brain break in addition to the one timetabled • Allow space for proprioception activities such as pushing or pulling, walking forwards and backwards along the hall lines or using the traversing wall 	<p>Shepherd into a safe space (library area, cloakroom, back to seat)</p> <p>"Move away – that's not safe"</p> <p>"Skin is soft and teeth are hard."</p> <p>Redirection - "This looks great, what shall we do next?"</p> <p>"How can I help?"</p> <p>"I'm here when you're ready."</p> <p>Empathising with how he is feeling. 'I can see that really frustrated you – well done for sitting back down – let's get on – are you ready?'</p> <ul style="list-style-type: none"> • Take the learning to ***** if he is in a safe space (the book corner for example) with a timer, complete part of the task then redirect back to his seat. • Use Zones of Regulation to explore feelings if appropriate • Use timers to denote time left on the task 	<p>Shepherd into a safe space (library area, cloakroom, back to seat)</p> <p>Visual reminders of volume and that loud noises hurt our ears</p> <p>"***** , how can I help?"</p> <p>"Move away – that's not safe"</p> <p>"Skin is soft and teeth are hard."</p> <p>***** will be able to communicate why he is distressed. Ensure that his feelings are validated then, make a plan together. "I understand why you felt ... What about if ..."</p> <p>If the frustration was directed towards another child, create some space between them.</p> <ul style="list-style-type: none"> • Shepherd away to a safe space • Scaffold the task to enable ***** to get back on track • Use Zones of Regulation to explore feelings if appropriate • Use timers to denote time left on the task 	<p>Shepherd ***** away from children – "Go Outside" "Stop!"</p> <p>Go to a safe space and remind ***** of self-regulation strategies "deep breath, squeeze fists, chewy"</p> <p>Seek additional adult support if needed by sending a class card</p> <p>Restoration: After the event and when ***** is receptive, use the comic strip approach, Zones of Regulation or a social story to talk about his unsafe behaviour, how it made the children and adults feel, how it must have made him feel, can he tell us why he felt that way? What could he have done differently? This can then be discussed during the next break or lunchtime. WARM conversation</p>

throughout the day • Use of timers • Reduced cognitive load through choice of 1* and 2* tasks				
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Behaviour as communication

When I say or do	What I mean	What I need
Appear to not respond to adult instruction	I am processing the request	Some take up time
Start to use inappropriate Language/ shout at adults	I am not coping with noise / number of people / situation	Some space / quiet time / reading
Banging the table / threatening to hit peers	I am not coping with ... being near me	Move to different table / space or nearer a known adult
Stop working / change in body language / facial expression	I am tired and / or getting frustrated	Change of activity or a job to do – distract my brain!

6.1 Mobile phones

Personal mobile phones

Staff (including volunteers, contractors and anyone else otherwise engaged by the school) are not permitted to make or receive calls, or send texts, while children are present and during contact time. Use of personal mobile phones must be restricted to non-contact time, and to areas of the school where pupils are not present (such as the staff room). If walking to one of these places, mobile phones should not be in use – this includes hours when breakfast or after school clubs are in operation.

There may be circumstances in which it is appropriate for a member of staff to have use of their phone during contact time, for instance:

- expected emergency contact by their child, or their child’s school;
- expected emergency contact for acutely ill dependants or family members.

Requests to have access to a mobile phone during times when children are present must be agreed by the headteacher. If deemed unnecessary, school staff should use the school office number 01235 769867 as a point of emergency contact.

On school trips, school mobile phones can be used as the method of communication between school and venue. Teachers and support staff may take their personal mobile phones, but these must be kept out of sight unless for essential use for the trip or essential messages to/from school or venue or parents. No mobile phone

camera technology is to be used on school trips under any circumstances. School iPads must be used for all photographs on trips and a school mobile taken for communication purposes only.

Use of Mobile Phones by Pupils

We recognise that mobile phones and other internet-enabled devices 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, mobile devices are capable of more than simply helping a child get in touch with parents at the end of the day. Therefore, it is incumbent upon parents to understand the capabilities of the phone/device and the potential use and mis-use of those capabilities.

Grove CE discourages children from bringing mobile phones to school if at all possible and other internet - enabled devices are not permitted, due to the potential negative issues that may arise, for example:

- mobile devices may be lost, stolen or damaged;
- mobile devices can prove a distraction to teaching and learning in school;
- they may provide a means of bullying or intimidating others;
- risks associated with sharing images and with posting digital images on the internet.

If it is necessary for a child to bring a mobile phone or other internet-enabled devices to school, for example those children who walk to/from school on their own, these will be handed in to the class teacher for the duration of the school day. Children need to hand their device to the teacher upon arrival at school and collect it at the end of the day. Children who bring a mobile phone or smart watch to school must sign an agreement alongside parents that they understand the rules of use of mobile/camera technology in school. If these rules are breached, this may result in further disciplinary action being taken.

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 pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- 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

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 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 from the school's website.

7.3 Responding to positive conduct and good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Whole-class or year group rewards, such as a popular activity
- Names added to the recognition walls

7.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, 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.

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:

- A verbal reminder of the expectations of behaviour
- Sending the pupil out of the class for thinking time
- Expecting work to be completed at break or lunchtime
- Loss of privileges

- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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.

7.5 Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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

7.6 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school’s online system.

Positive handling Plan

Baseline Behaviour	Known Triggers	Anxiety Stage 1	Defensive / escalation Stage 2
		frustrated, worried, silly/wriggly, excited, loss of some control	frustrated, worried, silly/wriggly, excited, loss of some control

Possible adult responses			
	<p>Adults to be aware of what we may bring to the relationship with the child. What pushes our own buttons?</p> <p>Use adult change of face script</p> <p>‘help is available’</p> <p>‘more help is available’</p>	<ul style="list-style-type: none"> • Settle to a calming activity to reduce anxiety • Come alongside to decrease challenge, up the nurture • Reminder of past success • Use of positive touch to support and settle • Humour, distraction <p>Script “I can see you are unsettled, is there something I can do to help?”</p>	<ul style="list-style-type: none"> • Use their name first • Give ‘take up’ time after speaking and say ‘thank you’ and walk away assuming compliance. • Offer choice of activity – sorting, ordering or building • Support child to do a job outside of the classroom • Assess situation, consider making the environment safer and getting help <p>Script “I can see you are not ready for X have 5 minutes and then we will...”</p>

Crisis Stage 3 Mad/angry, mean terrified, yelling/ hitting, out of control, elated/exhilarated	Recovery Stage 4 Mad/angry, mean terrified, yelling/ hitting, out of control, elated/exhilarated	Depression Stage 5	Follow Up Stage 6
<ul style="list-style-type: none"> • Aggressive posture • Up turning furniture • Using objects as weapons • Hitting out at others • Shouting, screaming • Possible feeling of fear – unsafe and defending self 	<ul style="list-style-type: none"> • Still • No verbal interaction • Hot but cooling • Makes self small or hides • Possible feeling of regret / shame 	<ul style="list-style-type: none"> • May remove shoes and jumper • Lay down • Will be tired and possibly thirsty, tearful • Possible feelings of exhaustion and sadness 	<ul style="list-style-type: none"> • Completely calm • Able to have a debrief about the situation with a key trusted adult although this may be the next day
Possible adult responses			
C.A.L.M approach (communicate, assess, listen, make safe) <ul style="list-style-type: none"> • Do not get into a verbal engagement about the incident 	<ul style="list-style-type: none"> • Test out – look for signs of engagement, slower breathing, legs still, nod of head, sense of stillness 	<ul style="list-style-type: none"> • Do the calming activities with the child (ordering, sorting, procedural, tidying doing a job etc) 	This may not be until considerably later or even the next day <ul style="list-style-type: none"> • Have the child and adult managed to review what happened and debrief?

<ul style="list-style-type: none"> Remember the aim – Calm child Guide and steering, Double elbow (standing) escort, T-wrap seated – with leg support if required. Use change of face with another adult to continue de-escalation ‘Help is available’ <p>Script “I can see something has happened, I am here to help, talk and I will listen.”</p>	<ul style="list-style-type: none"> Do not engage in conversation about the incident at this point Possible ‘change of face’ with another adult <p>Script “Help is available” “Can you help by sitting alongside x”</p>	<ul style="list-style-type: none"> Do not discuss the incident at this point Keep a low calm voice, keep them regulated and be led by their mood as to when they are moving out of this stage and into ‘calm child on task’ 	<ul style="list-style-type: none"> Post incident learning Does the plan need to be altered? Reporting and recording updated Have all those that need to know been informed? Any additional support or training needed e.g supervision for staff or Team Teach training?
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7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#). We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons

An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

Confiscation

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

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

Searching a pupil

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

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact a member of the senior leadership team to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Trays/chair pockets
- 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.

Searching pupils

In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in [Searching, Screening and Confiscation](#) (July 2022, or in the most recent updated guidance).

Informing the designated safeguarding lead (DSL)

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

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

7.7 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. 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.

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

The school's response will be:

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

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

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

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

7.11 Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy and with reference to the allegations against staff and volunteers 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 and with reference to the child protection and safeguarding policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

8. Serious sanctions

8.1 Suspension and permanent exclusion

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

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

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

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

This could include measures such as:

- Reintegration meetings
- Daily contact with a nominated member of staff
- A 5-point behaviour plan

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB 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 at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies :

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy