



St Teresa's
Catholic Primary School



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Policy:

Behaviour Policy

Date: January 2025

Review date: September 2026

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

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools](http://www.gov.uk)
- [Supporting pupils with medical conditions at school](http://www.gov.uk)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](http://www.gov.uk)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](http://www.gov.uk), 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](http://www.gov.uk), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property.
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](http://www.gov.uk); 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](http://www.gov.uk) explaining that academies should publish their behaviour policy and anti-bullying strategy
- This policy complies with our funding agreement and articles of association.

St. Teresa's Catholic Voluntary Academy

Behaviour Policy

Mission Statement

We see the light of Jesus in the eyes of those we work, play and pray with every day.

We give thanks for our wonderful family.

Like St Teresa, we always try to do the little things well.

Our Behaviour Policy is rooted in the Gospel values of love and forgiveness. As a community we focus on praise, rewarding good behaviour and in so doing, we actively develop a positive and growing self-esteem in our children. We recognise that sometimes the wrong choices are made resulting in behaviour which is unacceptable. On such occasions, the children are encouraged to acknowledge their mistakes and to take responsibility for their actions. The emphasis is on forgiveness, the chance to learn from the mistakes made and to start again each day. In this way all pupils are enabled to live like Jesus and to grow in Christian maturity.

Matthew 18:21

Then Peter came and said to Him, "Lord, how often shall my brother sin against me and I forgive him? Up to seven times?"

Jesus said to him, "I do not say to you, up to seven times, but up to seventy times seven....."

GUIDING PRINCIPLES

All students have the right to an education which offers them the best opportunity to attain their potential. All staff, teachers, support staff and governors work hard to create the best possible environment to encourage this. All staff work hard to create a positive learning environment where the following values are promoted:

- Friendship

'A friend is a friend at all times.' (Proverbs 17:17)

- Forgiveness

'Lord, how often shall my brother sin against me and I forgive him? Up to seven times?'

Jesus said to him, “I do not say to you, up to seven times, but up to seventy times seven.....’

- Courtesy

‘Your speech should always be pleasant.’ (Colossians 4:6)

- Resilience

‘Be strong and courageous. Do not be terrified; do not be discouraged, for the Lord your God will be with you wherever you go.’ (Joshua 1:9)

- Responsibility

‘Do not forget to do good and to help one another, because these are the sacrifices that please God.’ (Hebrews 13:14; 16)

Aims

- Create a positive culture based on Catholic virtues that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Enable children to make links between Christian beliefs and their actions
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Children will form their own character through the recognition and development of personal strengths “I have come that they may have life and have it to the full.” (John 10:10)
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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
- Disobedience to a reasonable instruction
- Making unkind remarks.

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, 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
 - Any drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images/materials
 - 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)
 - Mobile phones, smart watches and any other electronic devices
- Throwing, Biting, spitting, hitting and kicking.
- Foul language and swearing.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Fighting or encouraging others to fight
- Putting themselves, other children or adults at risk.

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

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:

This is not an exhaustive list.

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ignoring
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). Any form of coercive or controlling behaviour.
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How to report bullying concerns

At St Teresa's we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to

supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (CPOMs). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings and governors' meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

At St Teresa's, we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community. The strategies we use include, but are not limited to:

- Active school council with representatives from year groups 1 – 6
- Biannual NSPCC assemblies and workshops – Speak Out Stay Safe
- Use of the acronym STOP (Several Times On Purpose – Start Telling Other People)
- Mini Leaders
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Weekly celebration assemblies
- Opportunities for pupils to share their voice and opinions – through school council, worry boxes
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- Positive Play / ELSA support / counselling for identified students
- Specific initiatives for identified individuals or groups
- Parent events

- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

Roles and responsibilities

The Trust Board

The Trust Board will monitor the risks and emerging trends in suspensions, permanent exclusions, safeguarding and attendance. Where risk is identified, the Board will challenge the executive team to ensure that effective mitigation is in place.

The Trust Board will review and approve the behaviour policy annually, or in line with any significant update throughout the academic year.

The Local Governing Body

The Local Governing Body is responsible for monitoring the implementation of the behaviour policy and challenge the senior leadership team concerning any emerging trends.

The Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school. The headteacher supports the staff by implementing the policy, setting the standards of behaviour, and supporting staff in the implementation of the policy. The headteacher keeps records of all reported serious incidents of misbehaviour. The headteacher has the responsibility of giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the headteacher may permanently exclude a child.

The Class Teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves responsibly during lesson time and around the school. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

Every class teacher is responsible for ensuring very high expectations of behaviour from all pupils in and around the school. The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents on the school electronic recording system, Arbour. In the first instance, the class

teacher deals with incidents him/herself. However, if misbehaviour continues, the class teacher will seek help and advice from the Key stage leader.

The Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school. We explain the school rules in our annual Meet the Teacher events and as part of the induction paperwork for new starters.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the homeschool agreement which is located in the children's Personal organiser and is signed by parents and children annually at the beginning of each year. We aim to always build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of poor behaviour, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage leader. If discussions cannot resolve the issues, parents should follow the communication guidance set out in the school newsletters.

The Pupils

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

Pupils will reflect on their behaviour in order to make appropriate changes.

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.

Support and induction will be provided for pupils who join during the school year.

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour 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

School behaviour curriculum

All students have the right to an education which offers them the best opportunity to attain their potential. All staff, teachers, support staff and governors work hard to create the best possible environment to encourage this. All staff work hard to create a positive learning environment where the following values are promoted:

- Showing friendship: showing care to one another and thinking of others at all times
- Showing courtesy: being polite, well-mannered and helpful at all times
- Showing forgiveness: recognising that we are all different and unique and ensuring that everyone is accepted and included
- Being resilient: working hard at all times and doing our best in all things
- Being responsible and reliable: taking responsibility for our actions and fulfilling our vocations in our classes and wider school life

General

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Children will wear smart, correct uniform and PE kit at all times
- No fashion haircuts / styles (minimum of grade 2 for boys, long hair tied up)
- Children will not wear trainers, jewellery or make up

In the classroom

- Children and the teacher should be organised in a tidy, orderly room which should be monitored at frequent intervals and especially at the end of the day.
- Children must always ask permission to leave the room
- Children will produce their best work and present it neatly
- Exit from the classroom must be orderly and quiet and any work in progress should be left tidily.
- All children will sit at their desks properly and safely

Movement in and around school

All movement in and around school should be purposeful. Staff should see that all children are suitably supervised when moving around the school. We expect children to walk around school:

- Facing forward
- Walking in a straight line, on the left
- Hands by your side
- Silently

In the Playground

Pupils are expected to:

- Keep hands and feet to themselves
- Show respect to members of staff and each other
- Treat the school buildings and school property with respect
- Accept sanctions when given without answering back
- Play leaders, prefects and peer support will work with younger children at lunchtime – they are NOT responsible for behaviour management
- Staff will fully investigate incidents of behaviour and give a consequence
- Green cards will be given for serious incidents of behaviour
- Staff will record serious incidents on Arbor

Mobile phones

EYFS – see the safeguarding policy.

- Pupils are not allowed to have mobile phones with them on-site
- Mobile phones will be removed from the pupil and handed to an adult at the end of the day.
- Green cards will be given if a mobile phone is found in school
- If a mobile phone is used in school, more serious consequences will result

Responding to behaviour

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, classroom rules and virtues
- Develop a positive relationship with pupils, which may include:
 - Greet pupils in the morning/at the start of lessons
 - Establish clear routines
 - Highlight and promote good behaviour using house points
 - If low level disruption occurs, names will be written on the 1,2 or 3
 - If a child is on the 3, they will miss break and reflect on their behaviour and fill out a reflection slip to think about their choices, why they made them, how it made others feel and how they will make a new start.
 - Conclude the day positively and starting the next day afresh

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.

Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- House point cards
- Special stickers
- Bronze, silver and gold awards
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project

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
- Name moved onto the 1, 2 or 3
- A discussion about their behaviour choices with staff and a reflection slip completed during break time
- Letter of apology
- Expecting work to be completed at home, or at break or lunchtime
- Sending the pupil out of the class
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Green Cards

Green Cards may be issued when the School Traffic Light Behaviour System fails to promote the positive behaviour expected of pupils. This may happen if a child reaches '3' repeatedly throughout the day, with no noticeable improvement in behaviour or choices.

Isolated actions may also incur green cards:

- Disobedience to a reasonable instruction
- Throwing, biting, spitting, hitting, pushing and kicking.
- Foul language and swearing.
- Making unkind remarks.
- Damaging property.
- Answering back, rudeness or aggression to adults.
- Fighting or encouraging others to fight
- Bullying
- Refusal
- Putting themselves, other children or adults at risk.

(Please note that the following list is not exhaustive. Behaviour considered 'unacceptable' (i.e. showing lack of respect) may be determined by the Governing Body where the

Headteacher feels it necessary to bring to their attention any behaviour that does not fit into an already listed category)

For these isolated incidents, particularly if occurring outside of the classroom, staff should deal with the matter as quickly as possible to ascertain what has happened. Before giving a green card, the teacher needs to have all the facts.

Teachers will inform their Key Stage leader when green cards are issued.

- If the pupil is given a green card, they miss one playtime and one lunchtime and parents will be informed.

If the above sanctions do not lead to a modification of behaviour the following actions are considered

- A formal meeting between parents and Key Stage Leader, Deputy Headteacher Teacher or Headteacher.
- Exclusion from classroom for a fixed amount of time (under supervision)
- Exclusion from an activity (short term used occasionally)
- Exclusion from the right to represent the school
- A regular behaviour report to be given to the Headteacher/Assistant Headteacher/ Key Stage Leader.

Following a discussion between parents, class teacher and Headteacher, the following may result:

- Establishment of support programme.
- Exclusion from school (LA guidelines)

There are some children with specific needs which may prevent them from responding easily to the whole school behaviour policy. In these cases, they will have personalised, differentiated behaviour plans with sanctions that are appropriate to their needs.

This is discussed with the classmates of those children so that their classmates don't feel that the system is unfair and they understand why some children require personalised sanctions.

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:

- Hurting themselves or others
- Damaging property to the extent of causing injury to themselves or others
- If a criminal offence is being caused, if appropriate the police should be contacted

Incidents of reasonable force must:

- **Always be used as a last resort and when all de-escalation techniques have been unsuccessful**
- 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 on CPOMs and school must inform 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.

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Ensure you contact your DPS team for advice and support.

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
- Parents must be informed immediately (see 7.6.4 for further detail)

When an authorised member of staff conducts a search without a witness, they should immediately report this to the Headteacher/SLT/DSL, 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. This must be out of sight and 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. The member of staff will then contact the headteacher or designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

If a student is suspected of having an offensive weapon or suspected of being involved in criminal activity the police must be called. 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 , but not to search for items that are only identified in the school rules.

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/school shirts being worn over a t-shirt/blazer/shirt pockets)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags
- Trays

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 appendix 1) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay and record all searches within CPOMs:

- 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 appendix 1), including incidents where no items were found, will be recorded on CPOMs.

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in appendix 1). 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.

If the child has a social worker, they will be informed by the school.

Strip searches

The [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/police-and-criminal-evidence-act-1984-pace-codes-of-practice) states that strip searches on school premises should only be carried out by police officers.

Staff will consider the potential for a strip search taking into account the pupil's mental and physical wellbeing and the risk of not recovering the suspected item and will then contact the police to enact this.

Under no circumstances should a member of staff conduct a strip search of a pupil.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them as stated in the [Police and Criminal Evidence Act 1984 \(PACE\) codes of practice - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/police-and-criminal-evidence-act-1984-pace-codes-of-practice). The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should always advocate for pupil wellbeing.

In the event a strip search is deemed necessary by the police, an appropriate adult must be present.

Communication and record-keeping

The DPS team must be contacted immediately, if a strip search is being considered.

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

In the event of contact with parents being unsuccessful before the strip search, the pupil's parents/carers will always be informed by a member of the SLT once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be a member of the SLT.
- **Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex or if there is not a member of the same sex in school.**

The search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

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

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

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

Any pupil(s) who have been strip searched previously will be given particular consideration, and staff will consider any preventative approaches that can be taken.

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

Online misbehaviour

Parents/ carers are responsible for the behaviour of their child online.

Parents may be requested to attend a meeting with the class teacher/ Key stage leader/ SLT

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

- It poses a threat or causes harm to another pupil (**This could be within school or out of school hours**).
- 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

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 and contact their link DPS.

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 / member of the senior leadership team] 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.

All elements will be recorded on CPOMs.

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.

Malicious allegations

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

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

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

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

Serious sanctions

Removal from classrooms

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

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

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

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff and will be removed for a maximum of 1 day.

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

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

Parents/carers 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:

- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on Arbor.

Internal Suspension

As part of a whole school approach to behaviour and attendance, internal suspension usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal suspension should be for the shortest time possible. It is good practice to ensure there is a clear and shared understanding between all staff, children and young people, parents and carers about this policy and practice involved in internal suspension.

Parents and carers will be notified in advance of an internal suspension.

When 'Remove rooms' should be used:

- for pupils who have been internally suspended and referred through the correct channels
- when a potentially explosive situation can be resolved by placing pupils in the remove room
- in line with the school's behaviour policy

The reasons for the referral to the remove room should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed in the remove room. All referrals will be authorised by the Head teacher/ Member of SLT.

Suspension and permanent exclusion

Headteacher must inform the DPS team in the event of a 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.

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

Please refer to our OLOL suspensions and exclusions policy for more information.

Responding to misbehaviour from pupils with SEND

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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Individual plan to include individual rewards

[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

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

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Our local authority is Nottingham City Council.

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 the pastoral lead*
- *A reward chart with behaviour goals*
- *Behaviour log*

Pupil transition

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.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s).

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.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- The use of positive behaviour strategies
- The consistent use of the 1, 2, 3

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

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 analysed every Term by SLT.

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

- At school level
- 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.

Monitoring this policy

The headteacher monitors the effectiveness of this policy regularly. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for future improvements. The policy is revisited annually every September by the whole staff at the first INSET.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Appendix 1

The list of prohibited items:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

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