



Shardlow Primary School

Aspire Achieve Thrive



Behaviour Policy

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Version Control

Date	Author	Amendments
30.01.2023	KM	New policy in line with updated DfE guidance
March 2024	KM	Section 5 Changes to Headteacher and staff duties to reflect updates in guidance Section 6 6.4 Teaching Learning Behaviours- The Introduction of 'The Shardlow Way' a more detailed behaviour curriculum. 6.5.2 Routines- added greater specificity to reflect the introduction of The Shardlow Way Section 7 Reactive approaches- added an introductory statement. Added a visual to support the 3 categories of misbehaviour. Section 8 8.6- Searching and screening- communication section updated Section 9 9.2 Removal from classrooms- updated to specific the amount a time a pupil can be sent out of class for and the following procedures. References to Willows Academy Trust removed.
V4.1 Feb 2025	KM	Section 8- addition of 8.10- Harassment against staff

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1. Introduction

1.1 Our mission is for all pupils to Aspire, Achieve and Thrive during their time with us and beyond.

1.2 We aim to achieve our mission by maintaining a safe, and nurturing learning environment, inspiring our Shardlow Spirits, delivering a deep rooted, stimulating and enriched curriculum through high quality teaching and learning and working with parents, carers and the wider community.

1.3 We believe that a whole school Behaviour Policy can only be effective if there is a partnership between all the various groups associated with the day-to-day running of the school. This involves teachers, teaching assistants, mid-day supervisors, office staff, students, parents, governors and children all working towards the same objective – a safe, calm school where high quality learning can take place.

1.4 This document provides a framework for the creation of a happy, secure and friendly environment in which children can learn and develop as caring and responsible people and take this with them into adulthood. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

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 2023](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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. Policy Aims

We believe that every child has the right to learn and that teachers and teaching assistants have the right to teach. No child has the right to disrupt the learning of others. It is an aim of our Behaviour Policy to uphold this. In order to do this, understanding our children and their moods, and knowing our children and their behaviour, is key and our Behaviour Policy aims to ensure that we have this understanding and we act upon it to help us achieve our aims.

The establishment of a safe and sound, positive and caring ethos is an essential prerequisite for learning. The principal aim of our Behaviour Policy is to achieve this. Creating this ethos is dependent upon trusting relationships and a process of cooperative team work and so the school welcomes and encourages the involvement of parents, carers, the local authority and external specialists in the process. At Shardlow Primary School, all members of our community will work together so that:

- 3.1 We strive to secure outstanding behaviour to support and enable outstanding teaching, learning and progress for all children.
- 3.2 We ensure a safe, caring and happy school where children feel safe, valued and educated.
- 3.3 Children are encouraged to respect the rights and beliefs of others.
- 3.4 Children learn to recognise and understand the part they will play in the world as adults.
- 3.5 Children are taught the Shardlow Spirits; 'Respect, Responsibility, Confidence, Motivation, Independence and Open-mindedness through our values-based approach.
- 3.6 We instill British Values and teach what it is to be British.
- 3.7 We promote good citizenship.
- 3.8 We promote self-discipline.
- 3.9 We prevent bullying (see the Shardlow Primary School Anti-Bullying Policy).
- 3.10 Appropriate language is modelled and spoken throughout the school.
- 3.11 We provide a system of rewards to encourage good behaviour, greater effort and motivation in both work and behaviour.
- 3.12 We have a consistent whole school approach to discipline which is used by all the staff in the school, reversing persistent inappropriate behaviour through restorative conversations and modelling positive behaviour.
- 3.13 Parents are informed and are aware of the disciplinary procedures.

3.14 We provide justice and a sense of fairness.

3.15 We promote an awareness of diversity both in school and in our local community and actively encourage pupils to challenge discriminatory views

4. Equal Opportunities

4.1 Shardlow Primary School is committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout our school. For further information, please refer to our Equalities Policy and Objectives.

4.2 Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out.

4.3 We have high expectations of behaviour for all children in our school which are age and stage appropriate.

5. Roles and Responsibilities

All members of the school community work towards the school aims by:

5.1 providing a happy and organised environment in which all are fully aware of behavioural expectations,

5.2 treating all children and adults as individuals and respecting their rights, values and beliefs,

5.3 fostering and promoting good relationships and a sense of belonging to the school community,

5.4 offering equal opportunities in all aspects of school life and recognising the importance of different cultures,

5.5 encouraging, praising and positively reinforcing good relationships, behaviours and work,

5.6 rejecting all bullying or harassment, in any form and following our Anti-Bullying Policy,

5.7 helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently – this includes high quality teaching and learning and full preparation for all activities and lessons,

5.8 caring for and taking pride in, the physical environment of the school,

5.9 working as a team, supporting and encouraging each other,

The Governing Body

5.10 The Governing Body will work with the Headteacher ensuring that the quality of behaviour management is accounted for.

5.11 The Governing Body will review this policy on an annual basis and support the Headteacher in their implementation of the policy.

5.12 The Governing Body will work with the Headteacher to ensure that the Behaviour Policy and other policies that link to it are upheld and suitably resourced.

The Headteacher

The Headteacher is responsible for;

- 5.13 Reviewing and approving this behaviour policy
- 5.14 Ensuring that the school environment encourages positive behaviour
- 5.15 Ensuring that staff deal effectively with poor behaviour
- 5.16 Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- 5.17 Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 5.18 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
- 5.19 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
- 5.20 Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- 5.21 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)

Staff

5.22 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
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

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

Children

5.23 Our children must have a clear understanding of the expectations for behaviour and school rules and act accordingly.

Children are expected to;

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Wear the correct uniform at all times
- › Accept sanctions when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school
- › Take part in any pastoral work following misbehaviour
- › Follow the school rules and expectations set out in the Shardlow Way.

Parents/Carers

5.22 We would like our parents and carers to support the school in implementing our Behaviour Policy as outlined in the Home-School Agreement.

Parents are expected to;

- › 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

We 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.

6. Positive Proactive approaches

At Shardlow we seek to do the following to foster an ethos of positive behaviour in school;

6.2 A values based approach

At the very heart of our school ethos and culture are the Shardlow Spirits. It is incredibly important to instil in our children life-long good behaviour and manners, linking back to our school mission; "for all of our pupils to be the best that they can be, letting their talents and abilities shine to become kind, courteous and ambitious citizens."

Our Shardlow Spirits are constantly referred to during lessons, in and around school and during out of school activities in order to reinforce their importance.

Our Spirits include;

Openminded-ness

Independence

Confidence

Respect and Repsonsibility

Motivation

Kindness

6.3 Knowing and understanding pupils and their influences.

All staff should build positive relationships with pupils making a conscious effort to get to know their pupils well and ensuring clear communication between other adults who may be involved with a pupil including but not exclusive to; parents, carers, and other adults in school.

Parents should ensure that they make us aware of any external influences or events which may have an impact on pupil behaviour. We know that positive and negative influences or events can cause any pupil to have a change in behaviour and by becoming aware of events before their effect has chance to develop, we have a stronger chance of mitigating any negative impact.

6.4 Teaching learning behaviours

Learning behaviours include the social, cognitive and emotional behaviours needed to learn effectively and maintain a happy and safe school environment. At Shardlow we define the expected behaviours for our school through '**The Shardlow Way**'.

The Shardlow Way is our curriculum for behaviour. It sets out the rules and routines that we explicitly teach to pupils helping to build their character by supporting them to develop effective habits and attitudes for everyone to succeed in our school and beyond.

The Shardlow Way is explicitly taught in assembly during the first week in the autumn term and is then revised each half term thereafter. Staff in school then ensure that pupils are able to practice and recall this knowledge by embedding it into their daily routines and explicit teaching of its application to lessons and at break or lunchtimes.

The Shardlow Way can be found on our school website at;

<https://shardlow-primary-school.secure-primariesite.net/the-shardlow-way/>

In addition to our behaviour curriculum we also adopt a holistic approach to engaging pupils in effective behaviour for learning. We recognise that pupils have 3 relationships which impact on each other; Relationship with self, relationship with peers and relationship with the curriculum. As staff we look to develop these effectively with all pupils on an on-going basis through;

6.4.1 Engaging pupils in discussion- discussing our awareness of pupils with them such as possible set backs and how we can help. Encouraging pupils to share any concerns or issues related to their self-motivation.

6.4.2 Supporting access to the curriculum- ensuring that lessons are appropriately structured to support and challenge pupils

6.4.3 Promoting participation- creating a classroom environment where pupils feel safe and confident to contribute.

6.4.4 Developing emotional understanding- through our PSHE curriculum and on-going interactions we teach our pupils about different types of emotions, how these emotions can affect us and how to overcome difficult emotions which might hold us back from learning.

6.4.5 Social learning behaviours- through our PSHE curriculum, Anti-bullying Scheme, assembly plan and on-going interactions we teach our pupils about team work and collaboration, effective social communication and strategies that they can use to develop positive relationships with others.

6.4.6 Cognitive learning behaviours- through our lesson designs, including a strong focus on modelling and effective feedback, we help pupils to learn about how they learn and to be able to recognise when they might start to struggle and communicate this effectively.

6.4.7 Positive reinforcement- Positive learning behaviours are also reinforced through our Shardlow Spirit values. Pupils are rewarded for demonstrating (or making an effort to demonstrate) these behaviours throughout the school day in the form of dojos. The dojos are recorded on Class Dojo which parents can see (and therefore discuss at home) and as pupils collect these they can then spend them in the 'Spirit Shop' or on activities on our 'Spirit Days'. Pupils should be made fully aware of why they are receiving a dojo- e.g " You can have a confidence dojo for being brave and sharing your answer with the class" as opposed to "Well done [name] you can have a dojo."

We also use a number of rewards including verbal praise, stickers, certificates, extra play and or opportunities to recognise positive behaviour in different areas.

6.5 Effective classroom management strategies

Classroom management strategies differ between classes and teachers but generally classroom management involves the following and staff should;

6.5.1 Physicality

- Ensure they have carefully considered their seating plan to meet the needs of their pupils and class
- Ensure their classroom meets the expectations of the Shardlow Primary School Learning Environment Policy to create a positive physical learning environment

6.5.2 Routines

- Make sure that pupils are greeted each morning
- Meet pupils at the classroom door at each transition point- e.g after break, lunch and explain the timetable for the next part of the day and expectations for what pupils are expected to do when they re-enter the classroom.

- Ensure that timetables and expectations are displayed in the classroom.
- Ensure that the routines and expectations set out in The Shardlow Way are embedded into classroom practice (e.g line order, moving around school)
- Ensure that lesson time is used effectively to reduce opportunities for disruption- have lesson resources ready in advance of the next lesson and designated monitors for jobs such as putting away books and tidying the classroom.
- Ensure that the class handbook including timetables and important information about pupils with specific needs is kept up to date and available for cover staff.
- Communicate with pupils when there is a change to the usual routines
- Ensure that lesson's with set routines and structures are clearly followed (e.g Read, Write Inc routines, Math lesson structure)

6.5.3 Expectations

- Set high expectations which are jointly agreed, shared and referred to regularly.

6.5.4 Consistent application

- Ensure that rewards and restorations are consistently applied and followed through.

7. Reactive Approaches

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.

At Shardlow we categorise any misbehaviours into three categories;

Undesirable behaviour	Unacceptable Behaviour	Serious Behaviour Incident
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The general definition of these and the associated responses are outline below.

7.1 Undesirable Behaviour

Despite the efforts made using the strategies above it is inevitable that at times pupils will display undesirable behaviour.

Undesirable behaviours may include but are not limited to;

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

In such cases the school adopts the following approaches.

When a pupil displays behaviour which is classed as an undesirable behaviour staff should use the following steps;

Step 1. Reminder- give the pupil a verbal reminder of the positive behaviour expected

Step 2. Warning- the child is given an amber warning. The teacher will discuss the consequences of not correcting their misbehaviour

Step 3. Consequence - the teacher will discuss the consequences of their behaviour with the child. The consequences should be logical and related to how the child can correct their behaviour.

In cases where staff are experiencing pupils repeatedly displaying undesirable behaviours over a prolonged period and this is having a negative impact upon the child's own or other children's progress a more personalised approach may be required and teachers must then contact the child's parent(s)/carer(s).

7.2 Unacceptable Behaviour

Unacceptable behaviour is behaviour which is beyond undesirable behaviour. Unacceptable behaviour may include but is not limited to;

- › Repeated breaches of the class rules
- › Any form of bullying
- › Verbally abusive behaviour towards other pupils or adults
- › Vandalism
- › Theft
- › Fighting

➤ Racist, sexist, homophobic or discriminatory behaviour

Possession of any prohibited items. These include:

➤ Knives or weapons

➤ Alcohol

➤ Illegal drugs

➤ Stolen items

➤ Tobacco and cigarette papers

➤ Fireworks

➤ Pornographic images

Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil) Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

7.3 Serious behaviour incidents

Any behaviour incident where students or staff are harmed, where there is serious damage to property or where the individual's behaviour has led to harm to self will be classed as a serious behaviour incident. These types of behaviours need oversight by the Headteacher and must be recorded using My Concern. The Designated Safeguarding Lead team will then, following an analysis, consider the best course of action which will also be recorded. In some cases the Shardlow Primary School Exclusion Policy may need to be referred to.

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.

7.4 Personalised Support

Universal systems are unlikely to meet the needs of all pupils. For those pupils who need more intensive support with their behaviour the school will use a personalised approach. Where a personalised approach is being used staff must ensure that the Headteacher is made aware and or consulted before then communicating with parents. Parents and pupils should be involved in the discussions around the support to be given and their thoughts, feelings and or ideas for targets should be included wherever possible.

Personalised systems may include a report card where pupils and teachers review the child's behaviour against the agreed targets once or twice daily or they may include a

functional behaviour assessment (sometimes using the advice from external agencies) and then creating an intervention plan to support the need.

7.5 Safeguarding

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

Staff should always consider whether there might be an underlying cause for on-going undesirable/unacceptable and or serious behaviour incidents and whether additional support might be needed. 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, published on our school website, for more information.

8. Specific behaviour contexts

8.1 Reasonable force

In some circumstances, staff may use reasonable force to control or restrain a pupil to prevent them:

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

Incidents of reasonable force must:

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

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

Where a pupil is displaying behaviour which may be a risk to themselves or others a Positive Behaviour Plan and Risk Assessment should be used to assess the different risks and then to identify strategies to support/overcome these risks. The Shardlow Primary School Behaviour Risk Assessment is available on the server; staff area>blank templates>behaviour. This document is also embedded into the Shardlow Primary School Physical Intervention Policy which forms part of all staff induction.

Any pupils with a Positive Behaviour Plan and Risk Assessment should have an open Behaviour Log on the school's safeguarding reporting system, (currently My Concern). The plan, including the latest version as the plan is updated, should be uploaded to the Behaviour Log, where staff can report any behaviour related incidents and or observations which may inform changes to the plan or provide insight for relevant staff on what is working well and what needs to change.

8.2 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

In the sad circumstances of bullying being identified in the school a personalised approach is taken to both the individuals involved and the circumstances surrounding the incident(s). Allegations and/or incidents of bullying will be treated as a serious behaviour incident and the procedures for such will be followed.

It is important to note that often a dual approach is used whereby both the victim(s) and the perpetrator(s) will receive support as part of the resolution process.

Further details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, which can be found on our school website

8.3 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.

Allegations and/or incidents of sexual violence and sexual harassment will be treated as a serious behaviour incident.

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 the Shardlow Primary School Child Protection and Safeguarding Policy for more information.

8.4 Off-site behaviour

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 or member of the public
- Could adversely affect the reputation of the school

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

8.5 Mobile Phones

Pupils are not permitted to have mobile phones with them on-site. Any pupil who might need to bring a mobile phone to school should hand it into the office (where it will be stored in a safe) and collect it again at the end of the school day.

Should a pupil knowingly bring a mobile phone to school not hand it in to the office, this will be treated as an unacceptable behaviour incident as a minimum.

8.6 Searching and Screening

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

Confiscation

Any prohibited items (listed in section 7.2) 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, 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 ensure a written record of the search is kept.

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

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

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

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 the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the 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 from causing disorder.

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or trays.

Outer clothing includes:

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

Searching pupils' possessions

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

- › Desks
- › Trays
- › 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 7.2) 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:

- › 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 7.2
- › If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 7.2), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

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

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

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.

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
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the 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 more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Communication and record-keeping

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 staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

8.7 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.

8.8 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, member of the senior leadership team or safeguarding 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.

8.9 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 policy, published on our school website, for more information on responding to allegations of abuse against staff or other pupils.

8.10 Harassment Against Staff

Our school is committed to providing a safe and respectful environment for all staff and students. Harassment of staff by pupils is strictly prohibited and will not be tolerated. Harassment includes, but is not limited to, verbal abuse, physical aggression, inappropriate comments, and any form of bullying or intimidation.

Any pupil found to have harassed a staff member will be subject to disciplinary action in accordance with the school's behaviour policy. This may include restorative practices, parental involvement, suspension, or other appropriate measures. The school will also provide support to affected staff members and ensure that incidents are documented and addressed promptly.

9. Serious sanctions

9.1 Detention

Pupils may be instructed to stay in during break or lunch times. All teaching staff employed by the school are authorised to do this.

The staff member will decide whether the circumstances mean it is necessary to inform the designated safeguarding team and/or pupil's parents accordingly.

If a pupil is repeatedly being instructed to stay at break or lunch then this will be reported using the school's behaviour report system (My Concern). Consideration will be given as to any underlying causes or issues and whether a discussion with parents and or additional help might be necessary.

9.2 Removal from classrooms

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

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

Removal is a serious sanction. 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 an employed member of school staff, and will be removed for a maximum of 2 hours. If the pupil is not deemed ready to return to class after 2 hours then the child may need to be sent home and consideration given to whether this would constitute a suspension.

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

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, including but not limited;

- Meetings with the DSL team
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

9.3 Suspension and permanent exclusions

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

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

Please refer to the ONE Academy Trust exclusions policy, published on the trust website and accessible through our school website for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adaptations may include but are not limited to;

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Individual support packs including any additional resources a pupil might need to support them (e.g calming resources, comforters)
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 Adapting sanctions for pupils with SEND

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

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?
- › Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

11. Supporting pupils following a sanction

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

Strategies may include but are not limited to;

- › Reintegration meetings
- › Daily contact with a pastoral staff member
- › A report card with personalised behaviour goals

12. Pupil transition

12.1 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.

12.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

13. Training

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

- › Our specific behaviour approaches and systems
- › The proper use of reasonable force
- › The needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Headteacher.

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

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

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

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 14.1). At each review, the policy will be approved by the academy governing body.

15. Links with other policies

This behaviour policy is linked to the following policies;

- › ONE Academy Trust Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy
- › Anti- bullying policy
- › ONE Academy Trust Managing allegations policy