



Behaviour and Discipline Policy

January 2023

Policy Tracker – Responsibility for monitoring this policy: Executive Head Teacher			
Reviewed annually – date of next review January 2024			
Date of review	Reviewed By:	Role	Date Approved by the Governing Board/committee
Sept/2020	R Keen	HT	Autumn term 2020
Sept /2021	R Keen	HT	Autumn 2021
Oct /2022	R Keen	EHT	Autumn 2022
Jan / 2023	R Keen	EHT	Spring 2023

Purpose

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is consistent throughout the school.

We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected and secure.

At Hurst Hill, all adults are responsible for the behaviour of **all** children and not only those that they have been assigned to. Adults and children should always act as good role models, and be advocates of our shared **school values of honesty, resilience, respect, positive attitude and caring**. Our values and school rules are a permanent feature on display in all classrooms and around the school. **Our school rules are: Use kind hands and feet, use kind words and follow instructions**. The behaviour rules will be referred to, and linked directly to sanctions for behavior to prevent bullying.

We encourage pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils will achieve their full potential in a happy, stimulating and ordered school environment.

This policy will be followed by all staff members and pupils at all times and reviewed annually.

Legal Framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)
- Keeping Children Safe in Education 2022

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour in Schools, Advice for headteachers and school staff.' 2022
- DfE guidance on searching, screening and confiscation 2022.

Aims and Objectives

To promote a positive climate where:

- School values and rules are modelled and exemplified by ALL daily.

- Agreed expectations are established and acted upon fairly and **consistently**.
- Children know the consequences of negative behaviour.
- Children are encouraged to become self disciplined and to be responsible for their own actions, in order to develop their confidence and independence.
- Poor behaviour is monitored, and appropriate strategies applied.
- Good behaviour and effort are encouraged, rewarded and used as a model for others to follow.
- De-escalation and self-regulation are taught, modelled and encouraged.
- Parents are involved in the process of promoting high standards of behaviour.
- Parents are informed of school expectations, rewards and consequences, and are involved at an early stage when problems occur.
- Children are helped to understand that they have a responsibility for their own actions and that they affect others.
- Fair treatment of all is ensured regardless of age, gender, race, ability and disability.
- The efforts and contributions of all are valued.
- School Council, pupil surveys and RHE lessons give pupils the opportunity to discuss any issues arising from children's behaviour.

Responsibility for the Policy and Procedure

The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline;
- responsibility to ensure that the school complies with this policy;
- responsibility to ensure the school complies with its legal duty to make reasonable adjustments for SEND pupils;
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy;
- delegated powers and responsibilities to the Headteacher to ensure all visitors to the school are aware of and comply with this policy;
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour;
- responsibility for ensuring that the school complies with all equalities legislation;
- the duty to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility to review and monitor the application and implementation of this policy by receiving regular reports from the Head of School on behavioural sanctions and support in place for pupils. Governors will scrutinize relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken.

The Executive Headteacher and Head of School will:

- determine the detail of the standard of behaviour that is acceptable to the school;
- ensure that staff are supported and up to date with policy changes.
- ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies.

- ensure all school personnel make reasonable adjustments for pupils with SEND;
- work hard with everyone in the school community to create an ethos that shows our school values and rules;
- promote good behaviour by forging sound working relationships with everyone involved with the school;
- encourage good behaviour and respect for others, in order to prevent all forms of bullying among pupils;
- ensure the health, safety and welfare of all children in the school;
- review and monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy
- monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular characteristics.
- Act as a source of support and guidance for staff on behaviour management strategies and discipline, providing training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- work with the School Council;
- undertake classroom monitoring and behavior folder checks;
- work with external agencies;

Staff are expected to:

- communicate the contents of this policy to all pupils and parents to ensure that the school's expectations are transparent, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable.
- comply with the policy
- uphold and be advocates of the school values and school rules.
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need. Recognise that there may be contributory factors which affect pupil's behaviour and respond accordingly to individual need
- be positive ambassadors of the school at all times, through their professional behaviour and conduct. Contribute to the development of systems which support and reinforce positive behaviour
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND – as well as the additional challenges that some vulnerable pupils may face. Make reasonable adjustments for disabled pupils as required.
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support such as more frequent engagement with parents and external support agencies, consideration of IBP (with set targets), EHCP, Early Help.
- promote self-discipline amongst pupils including modelling self-regulation and de-escalation strategies;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour.
- challenge pupils to meet school expectations and maintain the boundaries of acceptable conduct, ensuring the majority of pupils' education is not jeopardized by the disruptive behaviour of a minority of pupils

- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice
- ensure the health and safety of the pupils in their care;
- identify problems that may arise and to offer solutions to the problem;
- implement the school's equalities policy and schemes;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively.
- report any concerns they have on any aspect of the school community
- record incidents of poor behaviour and provide praise, rewards and reinforce positive behaviour.
- support other members of staff with behavioural issues involving individual pupils or groups of pupils
- contact parents if there is a problem with attendance or punctuality and about any concerns or problems that affect their child's work or behaviour
- aid pupil transition between year groups and if new to the school
- monitor the attitude, effort and quality of the pupil's work
- ensure corridors are silent

Pupils are expected to:

- be aware of and comply with this policy
- show the school values
- follow the 3 school rules
- act as positive ambassadors and representatives of Hurst Hill Primary School through their exemplary behaviour;
- be polite and respectful of others in the surrounding community;
- show consideration to others in school and online
- work to the best of their ability and effort at all times, whilst allowing other pupils to do the same;
- co-operate with other pupils and members of staff in order to create a positive learning environment;
- make suggestions about school behaviour via the School Council when applicable;
- obey all health and safety regulations in all areas of the school;
- ask for further help if they do not understand;

Parents/carers play an important role in ensuring good behaviour from their children. Parents / carers are expected to:

- support the school in the application and enforcement of this policy, school rules, values and sanctions;
- inform the school of any challenging behaviour exhibited at home, SEND or changes in circumstances that may account for changes in their child's behaviour
- ensure their child attends school on time, appropriately dressed, fed, rested and equipped
- work with school in support of their child's learning
- attend meetings to discuss their child's behaviour, including parent evenings and discussions about their child's progress, if reasonably possible
- inform the school in writing of any medication their child needs to take

- in the case of suspension, provide appropriate supervision for their child during the first five days of suspension, ensuring their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.
- have good relations with the school;
- ensure their children understand and value the meaning of good behaviour;
- be asked to take part in periodic surveys conducted by the school;
- monitor their child's behaviour online and reinforce the SMART rules

School Systems and Norms:

Rewards and Praise

The school believes it is important to encourage good conduct throughout school by celebrating and rewarding good behaviour. The behaviour policy focuses on positive behaviour as well as negative. We aim to promote good behaviour in school by giving children who behave well, a high profile in school. Good behaviour and effort are encouraged and rewarded, publicised and used as a model for others to follow in order to prevent bullying. Examples of good behaviour will be highlighted and acknowledged by a well-structured system of rewards that ensures **consistency** across the school. We use a stars and sunshine system in the classroom to support the behaviour policy. Each teacher may also have their own individual class reward systems, strategies and incentives to motivate and encourage each unique group of pupils.

Rewards help to identify positive aspects of each child's behaviour: they make them aware of their abilities and qualities and they help to build self-esteem.

Rewards include:

- Verbal praise – linked to the school values or rules
- Children displaying good behaviour are moved up from the clouds (where they start each day) to the sunshine or stars on the behaviour chart (sunshine – they receive a house point and stars they receive a raffle ticket which goes into the prize draw at the end of the term or a prize from the prize box.)
- Written comments on work
- Stickers/stamps to stick on work or to wear
- Telling parents
- Praise postcards sent home (from head teacher)
- House points awarded for good work / effort. Weekly totals and winners are presented in assembly and shared on the newsletter
- Raffle tickets are awarded for exceptional work / effort
- Achievement awards/certificates
- Work featured on school website / displays
- Star of the day for well- behaved pupils in Reception to be recognised for smaller steps.
- Star of the week assembly is held weekly, where staff nominate a child from every class to have a praise certificate and parents are invited
- Star of the half term – one child from each class who has shown exceptional work / behavior that half term. Pupils have lunch with the head teacher and are presented with a certificate in assembly.

- Star of the year – one pupil in each class that has stood out all year for being amazing. They get to choose their reward such as bring their scooters to school, film afternoon etc...They also are presented with a certificate in assembly.
- Children who have been particularly good are sent to a senior leader for extra praise and a special sticker
- Golden time for ten minutes at the end of each week (KS2) or half an hour each half term (KS1). Pupils who have any behaviour forms, lose 5 mins for each form (2 forms or more for KS2)
- Positions of trust in school such as on the Junior Leadership team; school councillors, playground buddies, well-being ambassadors, digital leaders, healthy eating ambassadors, breakfast monitors, house captains and head pupils. Please see the school website – Children – Junior Leadership Team, for more information.

Discipline and Sanctions

Hurst Hill Primary School implements sanctions which staff members will apply to corresponding actions using their professional judgement and linked to the school values and rules. These include the following:

- Verbal warning/reprimand
- Moved down the chart
- Written warning/reprimand
- Time out with a senior leader (1/2 day)
- Reflection time in another room (up to 30 mins)
- Repeating work of an unacceptable standard
- Individual behaviour action plan / chart / diary
- Withdrawal of privileges
- Lunchtime or playtime detentions (miss 5 minutes playtime / lunchtime)
- Meeting with the Head Teacher or a member of SLT
- Being placed on an IBP (with SENCO support)
- Referral to an external agency or inclusion support for further support
- Temporary inclusion provision (TIP) where children are educated at a different MAT school
- Suspension and exclusion

School will consider each behavioural incident individually and issue the appropriate discipline according to each individual situation, inline with this policy. Adults will concentrate on the behaviour, rather than the child e.g. 'that was an unkind thing to say' rather than 'you are unkind'.

When recording behaviour on form 1s, 2s and when reporting to a parent, the school rule or value should be referred to as part of normal practice. For example: Joe Bloggs has received time out for kicking another child which has broken our school rule of 'We use kind hands and feet'. Staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing the behaviour. This could also be a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The school recognizes the

importance of effective home-school communication and will endeavour to communicate with parents, regarding students' behaviour when necessary.

Suspension and Exclusion

The school will follow the DfE statutory guidance exclusion for maintained schools, academies and pupil referral units in England (September 2017) and the DfE 2022 Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2022) when making an exclusion.

Usually a suspension or permanent exclusion results from escalation of extreme behaviours and when all other support mechanisms have been exhausted. A suspension or exclusion may be given for repetition of inappropriate behaviours.

In some cases where behaviour is very extreme a suspension or permanent exclusion is likely to be given immediately. In this instance an adult with parental responsibility will be called to collect their child from school with immediate effect.

Dudley Primary Fair Access Protocol may be used to seek alternative provision in some cases.

Suspensions can be short term i.e. 1 - 4 days at a time. A child may be suspended for a number of short-term suspensions. Work is always sent home with a letter explaining the reasons for suspension. On return to school, the child is always welcomed back by a Senior Leader (where possible). It may also be deemed appropriate for a child to return to school on a Reduction in Pupil Entitlement (RIPE) plan.

Across the schools in the Trust suspensions or permanent exclusion results are likely to be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils, including running around the school building and school site and leaving the school premises
- Repetition of inappropriate behaviour or severe disruption
- Gross defiance to all adults within school including refusing to co-operate with senior staff, Assistant Headteachers, Deputy Headteacher, Headteacher or Chief Executive Officer (CEO).
- If the behaviour continues the school may decide to utilise the Parenting Contracts developed by the LA.

Permanent Exclusion

There is no set pattern as to when permanent exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually, permanent exclusion results from consistent breaches of the school behaviour policy over time or escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviour exhibited in school.

A child who is at risk of permanent exclusion will have a raft of support in place to avoid the exclusion. This support varies according to the needs of each child and each school. Nurture provision is provided where appropriate, where the child is supported to improve their behaviour, helped by in-school strategies and external agencies.

Advice is sought and guidance followed from the Dudley Local Authority Exclusion Unit. The Trust works with the LA to audit actions against the Inclusive Pathways document. This identifies further support the child may need. If all support has been exhausted this document helps to identify different provision for the pupil, thus avoiding a permanent exclusion.

Trust Internal Placement

A Trust internal placement may be considered before a pupil is given a suspension or permanent exclusion. This means that the pupil will be expected to attend one of the other schools within the Trust for a fixed period. This placement does not depend on agreement with the parents – it will be the decision of the Headteachers and the CEO of the Trust as to whether this approach is in the best interest of the pupils in order to avoid a suspension or possible permanent exclusion. The Headteachers and the CEO will determine how long this will be for on a case-by-case basis. If parents refuse to support this then the pupil's absence will be recorded as an unauthorised absence. *See appendix 1 for TIP protocol.*

Temporary inclusion provision (TIP) can be used before suspension where possible and unless in the case of an extreme incident. The parent will be given the name of a MAT school that has agreed to educate the pupil for a day. The parent must take the child to the school or the absence will be recorded as unauthorised. The pupil is not allowed to re-enter school until there has been a reintegration meeting with the parent.

Bullying

Y1-6 follow the chart below and EYFS use a more simplified version to aid understanding for younger pupils. The process is followed in order to prevent bullying. The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has a separate Anti-Bullying Policy which should be read in conjunction with this policy.

Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

If a pupil chooses to break a rule / value, the following steps will be followed:

<u>Pupil Behaviour</u>	<u>Staff Action</u>
First time a rule is broken	Verbal reminder of expectations and school rules
Second time	Verbal warning given Move down the chart to 'verbal warning'
Continued disruption	Move down the chart to the 'lose 5 minutes playtime' Lose 5 minutes playtime (with the teacher) Complete form 1 and record in class behaviour folder.
Further continued disruption	Move down the chart to 'reflection time' Child to be sent to a phase leader's classroom for up to 30 minutes (time away from the classroom) Log on CPOMS and report to slt. No form to be completed Parents notified
Severe disruption/incident	Any deliberate physical assault (child on child abuse) results in a form 2 and time out. Move down the chart to 'Time Out' Behaviour incident form 2 completed, recorded on CPOMS and alert SLT Staff note the name of the parent spoken to and sign the form to confirm parents have been notified Internal time out with SLT (for inclusion this can be with a 1:1 worker), temporary inclusion provision, suspension or exclusion (to be logged on CPOMS). Complete form 2. If suspended, follow with a time limited reintegration plan for pupil and highly structured provision. Time in school increases with success and reintegration plan is reviewed on a regular basis as and when required.
Consistent disruption over a period of time e.g. time outs given multiple times over a 2 week period	Class teacher to meet with parents to raise areas of concern. Actions agreed. Individual behavior chart set up with bespoke targets to address issues Withdrawal of privileges Teacher records on CPOMS and alerts SLT
Continued poor behaviour whilst on the behaviour chart	Individual behaviour plan (IBP) SENCO involved, further interventions considered and parents consulted

	<p>SENCO to log on CPOMS and alert SLT</p> <p>Formal targets set. Strategies for staff identified along with rewards and sanctions.</p> <p>Review to take place every 4-6 weeks in consultation with SENCO</p>
No/limited impact to behaviour on IBP	<p>IBP adapted and evaluated</p> <p>External agencies become involved to offer further help and support</p> <p>Teacher to record on CPOMS and alert SLT and SENCO</p> <p>Consideration of temporary inclusion provision, suspension or exclusion</p> <p>If suspended, follow with a time limited reintegration plan for pupil and highly structured provision. Time in school increases with success and reintegration plan is reviewed on a regular basis as and when required.</p>

EYFS

At this age, children are learning how to behave appropriately. Many of the things they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

We do this by:

- Noticing and acknowledging positive behaviours.
- Using clear and consistent boundaries across the setting.
- Explaining the consequences of some behaviours and offering choices.
- Involving the children in problem-solving by using the conflict resolution steps.
- Sharing information with parents/carers about their children's behaviour.
- Providing strategies to support turn-taking e.g. using a sand-timer, pulling names out of a hat.
- Communicating and modelling positive behaviour, using a variety of strategies and props e.g. Makaton, gestures, visual timetables and puppets
- Recognising and acknowledging feelings to encourage empathy

- Creating an environment that minimises conflict e.g. ensuring there are sufficient resources
- Providing planned opportunities to discuss behaviour and feelings e.g. during circle time.

It is important that pupils understand the impact on others when they demonstrate good or inappropriate behaviour. For this reason, we also use a simple visual behaviour chart, which accompanies the above.

- When celebrating success, pupil's names are moved to the 'smiley sunshine'.
- If a child makes the wrong choice which impacts on the learning of others', we follow the steps as detailed above and move the child to the cloud.
- If a pupil continues to make poor choices, challenging behaviour or impacts on the safety of others, we move the child to the sad face cloud.
- Children have the opportunity to move to the smiley sun as their behaviour improves.
- Each incident is addressed depending on the context.

As a setting, we reflect on behaviour at the end of each day. We share what we have learnt and celebrate how we have contributed towards our vision and values – we aim to promote positivity above negativity at all times.

<u>EYFS Behaviour Management</u>	
<u>Pupil Behaviour</u>	<u>Staff Action</u>
First behaviour incident	Verbal warning is given followed by supportive explanations/behaviour interventions as required.
Second time	Repeat the above and move the child down the chart to the cloud. Use Makaton sign to show that their teacher is 'sad'
Continued disruption	Repeat as above and move the child down to the dark cloud. Inform parents verbally about behaviour at the end of the day.
Continued disruption continues	Child spends ten minutes out of the setting to talk through the behaviour/ identify triggers /support with self-regulation. Inform parents - complete behaviour form one for records.
Further disruption / or more serious and inappropriate behaviour displayed <ul style="list-style-type: none"> • Racist/Homophobic name calling • Physical assault • Violence (verbal or physical) • Threatening behaviour towards an adult/child • Any behaviour that constitutes a health and safety risk • Peer on peer abuse / sexual harassment 	SLT called for on walkie talkie Spends 30 minutes with Mrs Johnson or Mrs Keen Behaviour incident form 2 completed, logged on CPOMS and parents notified. Depending on context: Internal time out (1/2 day), temporary inclusion provision, suspension or exclusion (to be logged on CPOMS).
Children can be moved back up the chart to the sunny smiley face as their behaviour improves.	
Always promote the positives / identify potential triggers. Remembering that we can't teach children to behave better by making them feel worse... When children feel better, they behave better.	

Search, Seizure and Confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes or bags is deemed appropriate, a search may be carried out by the senior

leadership team, or staff authorized by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched and screened. This includes the individual needs or learning difficulties of pupils with SEND and making reasonable adjustments that may be required.

The Head of School or Executive Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained which safeguards the welfare of all pupils and staff with support from the designated safeguarding leads. They will also ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of pupil's property as a disciplinary sanction as long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

A teacher or someone who has lawful control of the child can search a pupil with their consent to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission, the school may impose a sanction for failing to follow a reasonable instruction.

The senior leadership team and other members of staff authorised by them, have the power to search a pupil without the pupil's consent if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil)

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder

Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these issues.

Behaviour off school premises

Senior Leaders *may* also discipline pupils in certain circumstances when a pupils' misbehaviour occurs outside of school for example a pupil is bullying another pupil. Teachers and Senior Leaders may also discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to and from school
- Wearing school uniform or in some other way identifiable as a pupil at the school

- Acting inappropriately during remote class learning

Or where 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

In all cases of misbehaviour, staff personnel can only discipline the pupil on school premises or elsewhere, when the pupil is under the lawful control of the staff member e.g. trip.

The 2011 Education Act increased powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action will be taken as appropriate. Where there is evidence, parents / carers will be informed of incidents of inappropriate online safety behaviour, that take place out of school.

Reasonable Force

Reasonable force is always applied as a last resort. The school strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head of School has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

This power extends to times when staff are lawfully in charge of pupils but are off the academy premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as de-escalation techniques, using communication skills, distraction techniques, a visit to the calm room and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

If a pupil attempts to abscond from school and we perceive they are at risk, staff may use positive handling to prevent the pupil from leaving. If a pupil absconds from school, we shall notify parents and the police. We shall endeavor to locate and follow the child, maintaining constant communication with police and parents wherever possible. If the pupil continues to pose a risk to themselves, then we may use reasonable force to protect the pupil from harm until parents or the police arrive.

We conduct restorative work with pupils who have been part of the positive handling process once they are calm to avoid any potential future incidents.

All incidents where pupils need to be held to help them to calm down will be recorded, any IBPs / provision maps reviewed and parents will be informed as a matter of course.

Relevant staff are Positive Handling trained.

Time Out

If a child is sent to Time Out, this is time to allow pupils to self-regulate, de-escalate and reflect on their behaviour choices. This will be in a room with a senior leader. If a pupil is angry, then the Calm Room can also be used. There are two options here for the teacher – 30 minutes in another classroom or Time Out with a senior leader in an office for a half day.

The school will ensure that the pupil's health and safety is not compromised and that any additional requirements such as special education needs are met.

If the half day Time Out is needed, if this happens before break time, they remain there until after lunch. They could remain over lunchtime but this is at the discretion of the senior leader. If it happens between break and lunch, they remain there until home time. If it is after lunch, they spend the rest of the afternoon and the first session the following day (until break) in Time Out. This can be at the discretion of the senior leader.

The class teacher will decide what work the pupil will do while in Time Out and appropriate work will be set. Children are to work silently. If they refuse to do the work, they sit in silence. Children do not talk to the member of staff in the room other than to ask for a drink or to go to the toilet. The child does not go out for break / lunch but will be allowed to eat their snack at playtime or lunchtime. They are able to access their water bottle and the toilet whenever needed.

Risk Assessments

When a difficult situation arises staff will instinctively make a dynamic risk assessment. Staff personnel will mentally assess the dynamics of a high risk situation and what action needs to be taken to reduce the danger to those individuals at risk. The safety and wellbeing of the pupil and others is paramount.

Individual Behaviour Charts

Individual behaviour charts are used when a pupil repeatedly misbehaves. Behaviour charts are set up following consultation with class teacher and parents. Behaviour charts should focus on no more than 3 achievable targets and are ideally only in place for 2 weeks at a time. The targets chosen are bespoke to the individual child and will directly target the issues that have been raised. If a target has been achieved, a sticker is used to show success after each lesson.

Senior Leaders of the school will monitor charts to ensure they are having an impact.

Individual Behaviour Plan (IBP)

If a behaviour chart has been set up and proved unsuccessful, then an IBP will be considered and discussed with the SENCO, class teacher and parent if there has been:

- Repeated challenging behaviour
- In danger of suspension, or has already been suspended or excluded

- Consistent low- level behaviour

The child will be placed on the Special Educational Needs register as the school is making additional provision for the child.

The targets on the plan are clear and understood by the child. The plan is reviewed termly with the child's parents, detailing evidence of the school's intervention.

The rewards and consequences have meaning for the child and they are shared with them. The consequences are phased so that the child knows if they continue to behave/act in this way then it will lead to a loss of privileges/activities.

The rewards on the plan praise wanted behaviour and are such that the child feels that they have really achieved something. Parents are encouraged to be involved in partnership with the school.

Other people are involved in the plan such as teaching assistants, appropriate external agencies and lunchtime staff.

Lunchtime

Staff will follow the same behaviour rules, values, sanctions and rewards at lunchtime as used in the classroom. There is a more simplified version of the chart to follow for lunchtime staff (below).

Lunchtime staff play a key part in Health and Safety and need to communicate and work alongside teaching staff to reinforce expectations of playground behaviour inline with our school values and school rules.

Our school rules and values should be referred to by **all staff** when dealing with positive and negative behaviour on the playground. The lunchtime chart **stands alone** and separate to the class behavior chart. No behaviours get carried over.

Lunchtime Behaviour Process – Y1-6

<u>Pupil Behaviour</u>	<u>Staff Action</u>
First time a rule is broken	Verbal warning is given
Second time	2 minutes 'time out'
Continued disruption	<p>The child then has 'Time Out' for 10 minutes.</p> <p>Lunchtime supervisor completes form 1 which is handed to the class teacher at end of lunchtime. Teacher to record in class folder</p> <p>If these forms are being completed regularly then move to individual behavior chart for lunchtimes written by class teacher and parents. Time spent outside can be limited if needed.</p>
<p>More serious and inappropriate behaviour displayed</p> <ul style="list-style-type: none"> • Bullying • Racist/Homophobic name calling • Physical assault • Violence (verbal or physical) • Threatening behaviour towards an adult/child • Any behaviour that constitutes a health and safety risk • Peer on peer abuse / sexual harassment 	<p>SLT called for on walkie talkie</p> <p>Behaviour incident form 2 completed, logged on CPOMS and parents notified</p> <p>Internal time out, temporary inclusion provision, suspension or exclusion (to be logged on CPOMS). Complete form 2.</p>

Communication, Relationships and Parental Partnerships

We believe that relationships between pupil and staff, and staff and parents are essential in maintaining and supporting effective behaviours. A supportive partnership will be strong and of ultimate benefit to the children.

We give high priority to clear communication within the school and to a positive partnership with parents, since these are crucial in promoting and maintaining high standards of behaviour. This is essential to build trust and develop a common approach to behaviour expectations and strategies for dealing with problems.

We ask parents to keep us informed of behaviour difficulties or trauma experienced at home, which may affect their child's behaviour at school.

Safeguarding

All school personnel should consider whether the behaviour under review gives cause to suspect that a child is suffering or likely to suffer, significant harm. This may be the case in certain cultures where family discipline is more likely to be harsh. Where this may be the case, school personnel will follow the schools' safeguarding policy. School personnel will also consider whether disruptive behaviour might be the result of unmet educational or other needs. At this point the school will consider whether a multi-agency assessment is necessary.

Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or head of school in accordance with the Trust's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the suspensions and exclusions guidance will be followed.

Monitoring and review

To keep the policy 'live' and 'active' the policy will be reviewed annually and can be reviewed and adapted before if necessary.

Appendix 1

Form 1

Child's Name Date
Class Time
Completed by.....

What was the issue?

Unkind hands and feet	
Not following instructions	
Unkind words	
Uncaring	
Disrespectful	
Negative attitude	
Dishonest	
Resistant to help	

Where did the incident take place?

Classroom	
Hall	
Outside	
Other classroom	
Other	

What did the pupil do?

What did you do?

Form 2

Child's Name Date
Class Time
Completed by

What was the issue?

Unkind hands and feet	
Not following instructions	
Unkind words	
Uncaring	
Disrespectful	
Negative attitude	
Dishonest	
Resistant to help	

What did the pupil do?

--

What did you do?

I confirm that I have logged the incident on cpoms	Teacher signature:
I confirm that I have spoken to the parent about this incident	
Name of parent spoken to:	Teacher signature: