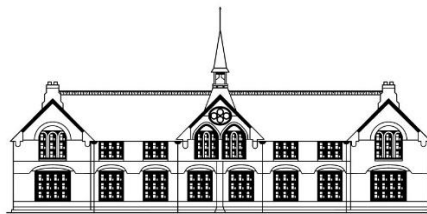


Behaviour Policy



New Town Primary School

Approved by:	Local Governing Board	Date: September 2022
Last reviewed on:	December 2025	
Next review due by:	December 2026	

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)

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

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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. How we support positive behaviour at New Town

Excellent learning takes place with excellent behaviour and New Town has high expectations of pupils who attend the school. We aim to treat children with dignity and respect at all times, and in doing so, encourage a two way dialogue with pupils about both excellent and poor behaviour. Behaviour should not define or be used to label a child: the actions of a child are 'choices' and adults always encourage pupils to discuss better courses of action, suggest consequences and also how they might repair any poor choices or relationships. All adults are trained in Therapeutic Thinking and as such will make every effort to help the child be successful at school. Positive role-modelling from all adults is key, and we will always aim to recognise good choices from children and reward them accordingly. We recognise the tremendous impact trauma or external events can have on children, and so we employ an approach in which everyone involved in supporting each child understands their context and background, and can therefore be consistent in how they manage the challenges the child may face. This allows all our pupils, including those who are most vulnerable, to have the best possible nurturing support to succeed. Our focus on pastoral care and nurture from all adults, teamed with clear and consistent boundaries is a key cornerstone for dealing with behaviour positively.

4. Bullying

Our school uses the following definition of bullying.

Bullying involves repeated behaviour with the intent of hurting another person physically or emotionally, where the relationship involves an imbalance of power. This may impact one person, or a group of people. It can be pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against.

It can take many forms, these include,

- Emotional – being unfriendly, excluding, tormenting
- Physical – hitting, kicking, pushing, taking another's belongings, any use of violence
- 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 or inappropriate touching
- Direct or Indirect verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – takes place online, such as through social networking sites, messaging apps or gaming sites

All pupils at New Town are taught about the New Town key values of Love and Kindness, Honesty and Trust, Determination and Resilience, and Tolerance and Inclusivity. As a diverse school with a multitude of ethnicities, cultures and backgrounds, pupils are taught throughout school life how to welcome new pupils and to ensure that everyone feels a part of the New Town school family. This is continually reaffirmed by all members of staff.

If a pupil feels they are being bullied, they are encouraged to speak to their class teacher or a trusted school adult. Displays around school signpost pupils to suggestions of those they can talk to. If parents are concerned that their child is being

bullied, they should speak to their child's class teacher in the first instance. Any staff concerns around bullying are reported via CPOMS as with other concerns. All reports of bullying are investigated quickly and thoroughly to ensure the pupil(s) is supported. If the bullying is founded, we would work with pupil(s) and their parents to ensure it is quickly addressed.

Details of how our school teaches pupils about bullying are found within our Life Skills curriculum and RSE Policy. This includes educating them about the definition of bullying as above. Further information about child on child abuse can be found in our Child Protection and Safeguarding Policy.

5. Roles and responsibilities

5.1 The Local Governing Board are responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher is responsible for:

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

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for 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 their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly using CPOMS
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly through our 'open door' approach, and work cohesively and positively in addressing any concerns alongside school staff
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

5.5 Pupils

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

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

Pupils will be supported to meet the behaviour standards and will be provided with further support wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

6. School behaviour curriculum

Pupils 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 and engage in solutions-focused discussion about repairing choices
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Behave in accordance with, and demonstrate our school family values

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Where pupils bring a mobile phone to school, they must be taken to the school office on arrival to be locked away and then collected at the end of the school day. They must not be used on the school grounds without prior permission from a member of the senior leadership team.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Reinforce behaviour expectations each term, and ensure children understand and have time to discuss their part in ensuring they aim for the highest standards of behaviour

Display their own agreed classroom rules which will have been signed by the class and reflect the school family values and this policy

Develop a positive relationship with pupils, which should include:

Greeting pupils in the morning/at the start of lessons

Establishing clear routines

Communicating expectations of behaviour in ways other than verbally

Highlighting and promoting good behaviour

Concluding the day positively and starting the next day afresh

Having a plan for dealing with low-level disruption

Using positive reinforcement

Establishing personalised approaches to managing behaviour positively

Working collaboratively with colleagues and parents to tackle any behaviour which does not meet our high expectations

It is important that we, as the adults, speak to children in the same way as we would speak to another adult; we don't raise our voice or shout unless it is to ensure we are heard; we should be as polite and considerate when speaking to children as we would like to be spoken to ourselves. Encouraging children to be 'nice' to each other should be modelled

by every adult in our school. We encourage sympathy and empathy by overtly displaying these traits in our own behaviour. We never humiliate when dealing with children, and should aim for pupils to be able to repair their choices with dignity.

7.2 Safeguarding

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to good behaviour

Managing behaviour positively: rewards and therapeutic thinking

EXCELLENT BEHAVIOUR = EXCELLENT LEARNING

Humour, positive reinforcement, warm relationships and rewards will always lay the foundation for excellent behaviour around school and positive behaviours for learning. Our aim should be to show consistency and fairness, and develop a love of and enthusiasm for learning and being together as a school.

We use therapeutic thinking whenever dealing with children. We recognise that not all children have the same starting point and as such will need to be treated with understanding and empathy with actions that may vary depending on their personal challenges and differences.

The rewards section of this document builds on systems already in place and further enhances opportunities to reward excellence and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement.

Suggested Rewards

In class systems	These can be unique to your class and may take whatever form you like
Celebration Assembly	Weekly themed star awards
House Points	These are popular and can be awarded for work or behaviour

We recognise we must seize opportunities to reward brilliance and effort in both behaviour and work. These suggested rewards are not limited, and should be seen as a starting point from which adults can build positive reinforcement.

7.4 Responding to misbehaviour

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

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

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

The Behaviour Tariff Guidance below has been put together as a result of consultation and discussion with all staff over several meetings. Behaviours have been categorised into three levels which will help to clarify procedure. It is important that we all are aware of, and consider, mitigating and aggravating circumstances when dealing with poor behaviour; we should remember, however, that these may be reasons but not excuses for children's actions.

It is important that we, as the adults, speak to children in the same way as we would speak to another adult; we don't raise our voice or shout unless it is to ensure we are heard; we should be as polite and considerate when speaking to children as we would like to be spoken to ourselves. Encouraging children to be 'nice' to each other should be modelled by you. We need to encourage sympathy and empathy by overtly displaying these traits in our own behaviour. We never humiliate when dealing with children, and should aim for pupils to be able to repair their choices with dignity.

Lastly it is imperative that staff use their professional judgement when applying this guidance. This is a document of suggestions: the context of each child's circumstance should play a critical part in how decisions are justified and reached.

Behaviour Tariff Guidance

Behaviour	Level 1- minor dealt with by first adult: Class Teacher/ Supervisor / TA	Level 2-moderately serious referred to Middle Leader	Level 3-very serious referred to Senior Leader
Not following instructions	Running on stairs Talking in assembly Talking in the line Unacceptably slow work Refusal to do work Defiance Refusal to line up	Sustained refusal to do work Defiance- repeatedly Refusal to line up- repeatedly	
Disruption to learning	Calling out Inappropriate talking to others Hiding under tables Wandering around the classroom Screaming/ shouting Swinging on chair Tapping/ banging Annoying use of voice	Hiding under tables- repeatedly Wandering around the classroom- repeatedly Absconding from classroom	Absconding from school Possession of knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarettes or vaping materials, fireworks, pornographic images, any article a staff member reasonably suspects has been, or is likely to be used to commit an offence, to cause personal injury to, or damage to the property of, any person (including the pupil)
Disrespect to property	Throwing objects Defacing work Destroying work Misuse of school property Damaging other people's property Damaging school property	Defacing work Destroying work Vandalising other people's property Vandalising school property	Serious vandalism
Disrespect to people- verbal	Provoking peers Using disrespectful tone Using disrespectful language Unkind comments Threatening behaviour	Verbal abuse to child Bullying- sustained Sustained verbal disrespect Using disrespectful language which uses discriminatory references	Verbal abuse to an adult Racist, sexist, homophobic or discriminatory comments or behaviour Sexual harassment, including

	Belligerence Interrupting Answering back		- sexual comments - sexual jokes or taunting -online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
Disrespect to people-physical	Kicking Pinching Annoying physical contact Hitting peers in retaliation Hitting peers- unprovoked	Hitting peers in retaliation Hitting peers- unprovoked Kicking- repeated Pinching- repeated	Hitting an adult Hitting with a weapon Sexual violence or assault (intentional sexual touching without consent) Sexual harassment, including - physical behaviour like interfering with clothes
Dishonesty	Pretending to be ill/ hurt Not owning up Refusal to admit any wrongdoing Only telling part of a story Telling a lie to get someone else in trouble	Stealing Telling a lie to get someone else in trouble	
Therapeutic Strategies	Time out in classroom to think Reflecting on values at breaktime Further time to reflect and talk about behaviour which may involve parents Change of seating in class Repairing/ cleaning damage Verbal apology Written apology	Reflecting on values at lunchtime Further time to reflect and talk about behaviour which may involve parents Re- doing work Writing the truth Verbal apology Written apology	Reflecting on values at lunchtime Further time to reflect and talk about behaviour which may involve parents Internal exclusions- see exclusions tariff External exclusion- see exclusions tariff Formal parent meeting

When considering consequences, we should also take into account the following:

Mitigating circumstances (tends to reduce the seriousness of the behaviour)	Aggravating circumstances (tends to increase the seriousness of the behaviour)
Aggravated behaviour Provocation Home circumstances or situations Feeling unwell Remorseful Willing to apologise Admits wrongdoing	Repeated behaviour Enticing others to join in Lack of remorse Unwillingness or refusal to apologise Unwillingness to admit to wrongdoing Continued belligerence

It is imperative that staff use their professional judgement when applying this guidance. The context of each child's circumstance, background and external pressures should play a critical part in how decisions are justified and reached. When giving behaviour sanctions, staff will also consider first and foremost what support could be offered to a pupil to help them to meet behaviour standards in the future.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy. Please refer to our Policy on Dealing with Allegations against Staff and Volunteers for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account (building the context).

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

Please see our Positive Handling and Safe Touch policy for more information.

7.6 Confiscation, searches, & screening

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

Confiscation

Any prohibited items (listed in section 3) found in a 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. For information about searches, please refer to appendix 1.

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, a member of the senior leadership team will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and are never ignored.

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

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding policy for more information.

7.11 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 Dealing with Allegations Against Staff and Volunteers policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of school staff.

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.

If a pupil is frequently removed from the class, the school may consider an alternative approach to behaviour management, such as:

- Support from the pastoral team
- Use of teaching assistants
- Individual behaviour plan
- Support from external agencies such as Behaviour Support, Early Help or Children's Services
- Multi-agency assessment
- Pupil Referral Units
- Alternative Provision
- A managed move to another school

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

8.2 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. We recognise suspension is a way of reducing the risk a pupil may pose, to an acceptable level. School staff use any suspension as time to plan and re-assess what else can be done to support the pupil to be more successful on their return.

Please refer to our Suspension and Permanent Exclusion policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will 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.

Examples of these are as follows:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- 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 the Glastonbury Room (sensory room)

9.2 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.

9.3 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.

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

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

If the school has a concern about the behaviour of a 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.

Reading SEND team can be contacted by calling 0118 937 2674 or emailing sen@brighterfuturesforchildren.org

10. 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.

This could include measures such as:

- Reintegration meetings
- Individualised behaviour chart
- Regular contact with the pastoral team
- Communication charts sent home to parents
- An individualised timetable

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by explaining the school's expectations and class rules and pairing them with a "buddy" to familiarise them with the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to discuss individual pupils. Where appropriate, pupils will be given further support with transition, for example through the use of social stories and extra time spent with their new teacher.

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. Information on persistent behaviour issues may also be shared with new settings for those pupils transferring to other schools.

12. Training

Staff are provided with regular training around behaviour and updates on how to further improve their practise in line with research. Staff requiring any specific training should speak to their line manager.

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

- Therapeutic Thinking
- The proper use of restraint

- › The needs of the pupils at the school
- › How SEND, mental health needs and factors at home can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusion and suspension
- › Use of pupil referral units, alternative provision and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils and governors on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by the Deputy 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.

13.2 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 13.1). At each review, the policy will be approved by the headteacher.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Suspension and Permanent Exclusion policy
- › Child Protection and Safeguarding policy
- › Positive Handling and Safe Touch policy
- › Dealing with Allegations Against Staff and Volunteers policy
- › RSE Policy

Appendix 1: 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 lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if 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, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

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

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the 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, entitlement 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 if, 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.