



Behaviour policy and statement of behaviour principles

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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](#) and [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy.

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

3. Definitions

Negative behaviours are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

- Non-completion of classwork
- Poor attitude
- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking, including vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

The school has adopted the [Anti-Bullying Alliance](#) definition of bullying:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online”

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the person being bullied. It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Cyber – posting on social media, sharing photos, sending offensive text messages, social exclusion
- Indirect - Can include the exploitation of individuals.
- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Racial or faith-based bullying occurs when bullying is motivated by a prejudice against people of a different race or religion.
- Gendered (sexist) bullying occurs when bullying is motivated by a prejudice against one’s sex or gender.

Bullying can be a combination of the behaviours above or in isolation. Bullying can happen to anyone and it can take many forms. However, we recognise that bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Our school’s approach to preventing and addressing bullying are set out in our Anti-Bullying Policy. This is available on our website and from the school office on request.

5. Roles and responsibilities

5.1 The Advisory Board

The Advisory Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy’s effectiveness
- Holding the headteacher to account for its implementation

The Advisory Board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for:

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

5.3 Teachers and colleagues

Colleagues 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 (see appendix 2 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following incidents of concern (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 repeated induction sessions wherever appropriate.

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Enderby Danemill Primary School, all members of our school community are encouraged and supported to demonstrate the Danemill Way by being ready, respectful and resilient. Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.



Our Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

Pupils are expected to:

Show **respect** by:

- In class, make it possible for all pupils to learn by listening to and respecting all adults and pupils by following the 'Whole Body Listening' rules
- Treating the school buildings and school property with respect
- Welcoming and celebrating differences within our diverse school community
- 'Show their best' in class and within the school community.
- Having kind hands, kind feet and kind words at all times
- Demonstrating empathy and support to all who may need it within any situation

Show **resilience** by:

- Showing the bravery to speak up and to encourage others to do this too
- Being an active participant within learning and contributing to the wider school life
- Working hard and rising to challenges every day
- Setting short- and long-term goals and recognising that success comes from being aspirational and ambitious

Show that they are **ready** by:

- Being an active participant within learning and contributing to the wider school life
- Behaving in an orderly and self-controlled way

- Moving quietly and sensibly around the school
- Understanding what is expected of us and accepting the consequences of poor choices
- Arriving at school, prepared for the day ahead by having the correct uniform and equipment

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

Assembly Times

- Children should come into assembly with their class teacher and in silence
- Children should be collected from assembly by their class teacher and leave assembly in the same manner
- Staff sitting in assembly are responsible for maintaining discipline and praise

Playground Expectations

A high standard of good social behaviour is expected in the playground at all times with teaching staff and lunch-time supervisors applying the rules uniformly.

- Staff should patrol all areas of the playground ensuring there is coverage of adults in all parts of the playground
- At the end of playtime children are expected to line up in silence after the second whistle and return to classes quickly and quietly
- During wet playtimes the children are supervised in classrooms by class teachers and other classroom staff.

Lunchtime Behaviour

The Danemill Way still applies at lunchtimes and children are expected to demonstrate the three Rs – **respect, resilience and** showing that they are **ready**.

If children are not following the Danemill Way, consequences are consistently used.

Behaviour	Rewards/Consequences
Children are displaying appropriate behaviour	<ul style="list-style-type: none"> • Praise (verbal & non-verbal) • Class dojos

<ul style="list-style-type: none"> • Not sharing equipment • Using equipment inappropriately • Running around school • Being disrespectful • Not listening to adults' instructions • Being in an area which they shouldn't be in • Not asking to go to the toilet • Rough play 	<ul style="list-style-type: none"> • Verbal warning/reminder • Reinforce appropriate behaviour' Well done for making the right choices' etc.
<p>A child may be referred straight to SLT in wellbeing if they show:</p> <ul style="list-style-type: none"> • Physical aggression • Verbal aggression • Absconding 	<ul style="list-style-type: none"> • Well Being • SLT to speak with the child. • Recorded on internal systems with a reason. • Parents contacted

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. As a result, children are encouraged to take part in colouring or lego clubs.

Pupils who need additional support during lunchtime will be identified by the behaviour team and timetabled to have a structured lunchtime. During lunchtime, a member of the behaviour team will be on the playground to support .

Any incidents of verbal aggression, physical aggression or absconding will be dealt with by SLT and the pupils involved will be removed from the playground and sent to wellbeing - see Appendix 3 for lunchtime behaviour examples and potential solutions/consequences.

Wet Playtimes

There will be a rota of lunchtime staff supervising classrooms during wet lunchtimes. This will be disseminated by the lunchtime manager. Classrooms will be left tidy with all resources put away neatly

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them during the day – in Year 5 and Year 6, children hand their device in to the Class Teacher and these are locked away until home time
- Pupils can turn their phones on once they have left the school site
- In case of loss or damage, the school will not accept any responsibility

7. Responding to behaviour

At Enderby Danemill, we always disapprove of the behaviour, never the person. We believe that being fair is not about everyone getting the same but everyone getting what they need. It is therefore not always possible to respond to behaviours in the same way. However, it is useful to have a guiding framework of responses to good and poor behaviour.

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour systems, expectations or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Establishing consistent end of day/lesson routines to allow the next day begins positively.
 - Planning for dealing with low-level disruption
 - Using positive language to support reflection

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 negative behaviour 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. A paper copy is available from the Office on request.

7.3 Responding to good behaviour

It is vital that the majority of interactions learners have with staff are positive.

- All pupils should be greeted with positivity when they first enter the school building.
- Take the time to find out about their interests and show a genuine interest.
- All pupils should be told something they have done well in each lesson.
- Praise should be specific, eg. "Well done for being able to remember the order of calculations.

- Give praise for effort, eg. “Well done for giving it a go even though you weren’t sure.”
- Some young people find public praise difficult to accept. Find ways to praise learners on a 1:1 basis
- All pupils should receive feedback at least once a week (dojo points, certificate, sticker, phone callhome) of something positive they have done or achieved.

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

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

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- Praise, smiles and visual encouragement
- Stickers
- Visit to other members of staff for recognition and praise
- Weekly certificates linked to the school’s learning behaviours
- Class Dojo points given for showing readiness, resilience and respect
- Half-termly celebrations of individual class dojo totals
 - Certificate for all
 - 100 – 200 – extra play
 - 200 – 300 – party in the Hall
 - 300+ - trip to the park
- House Captains count and share the dojo points weekly in assembly with the winning house each term receiving a special activity at the end of the term
- Weekly Golden Tea certificates and celebrations with Headteacher and/or Deputy Headteacher
- Positive texts, phone calls or emails to parents
- Headteacher and Deputy Headteacher stickers which are celebrated in the fortnightly newsletter

7.4 Responding to negative behaviours

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 pupils’ negative behaviour.

Staff will endeavour to create an expected 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 negative behaviours 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.



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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All sanctions will adhere to standards of dignity and follow excellent pedagogy related to our understanding of Trauma Informed Practice. Sanctions will never be imposed to cause shame or embarrassment to children. They will serve to support children in acknowledging, reflecting and improving behaviour choices and will include the use of restorative conversations.

This behaviour system is visually displayed in each classroom alongside reference to 'The Danemill Way'.

The 'Danemill Way'

1		Positive verbal reminder
2		Verbal warning
3		Talk time to reset
4		Parallel class
5		Behaviour Mentor
6		Pastoral Team

Resilient Respect Ready

Positive reminder: If a pupil behaves in a way which breaks a school rule (e.g. isn't following an instruction), an adult will give a positive reminder of the specific school rule they need to follow and what they need to do (regarding their behaviour). For example- 'Our school rule is to show respect, so I need you to listen to what I am saying'.

Verbal warning: A verbal warning will be given if the pupil continues to break the school rules. In the same way as before, the adult will explain which rule they are breaking and what they need to do to start following the rules. They will aim to do this in a quiet, personal way (not in a shaming way in front of the class).

Talk time: If a pupil's behaviour continues to escalate in the classroom, the pupil will require to have a restorative conversation with the adult who has given the verbal warning. This talk time can take place in the lesson (if possible), at the beginning of break or lunchtime or during the afternoon assembly slot.

If a pupil has an individual behaviour plan, they will have the option to speak to their key adult.

Parallel Class: If a pupil continues to display unacceptable behaviour despite being given opportunities to improve their behaviour, then the pupil will be sent to a parallel

class. If the parallel class is unavailable or the pupil continues to display escalating behaviours, the school's behaviour mentor will be called.

Pastoral: If the pupil's behaviour continues to escalate beyond the parallel classroom, they will be further supported to regulate with an adult from the pastoral team or SLT (ideally someone who is a trusted adult for the child and has a good relationship with them). They may need to have time away from the class and in turn, a restorative conversation with this adult.

*If a pupil has an individual behaviour plan, they will have the option to speak to their key adult.

In the instance of a pupil visiting a parallel class or needing to be supported by the school's behaviour mentor and/or SLT, the Class Teacher will communicate this directly with parents at the end of the day. The incident is then recorded on the school's internal recording system (CPOMs) by the class teacher and actioned by the member of staff who dealt with the incident.

The system resets after break and again after lunch providing pupil's with the opportunity turn their behaviour around. Each day is a fresh start and consequences are not rolled over unless the incident was deemed serious or demonstrated a persistent breach of this policy.

We believe that children feel more secure if they know where the boundaries of acceptable behaviour lie and what consequences are in place when unacceptable behaviour is displayed. The school may use one or more of the following consequences in response to unacceptable behaviour:

- × A verbal reprimand -
- × Expecting work to be completed at break or lunchtime
- × Missing some of their social time to reflect
- × Referring the pupil to the pastoral team or a senior member of staff
- × Phone calls home to parents
- × Agreeing a behaviour support plan

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try and avoid escalation of behaviours. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to Pastoral during lessons if the behaviour displayed by a child may be deemed to be a serious incident. This may include but not limited to:

- Hurting another child or a member of staff
- Causing an incident in the classroom which leads to the rest of the children having to be evacuated
- Throwing furniture
- Malicious or false allegations
- Extreme insubordination which leads to the child's or others safety being at risk
- Racist, homophobic or sexually offensive language

In Pastoral, children will be expected to complete the same work as they would in class. After these incidences, a restorative conversation will take place between the pupil and the teacher.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

Personalised Approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (such as an agreed Behaviour Plan- see Appendix 3) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

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.

Using reasonable force will be carried out in-line with our [Physical Interventions Policy](#).

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.

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 / designated safeguarding lead (or deputy), 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.

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 CPOMS.

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.

7.7 Off-site negative behaviours

Consequences may be applied where a pupil has behaved negatively off-site when representing the school. This is 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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

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

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

7.8 Online misbehaviour

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

- It poses a threat or causes harm to another pupil

- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

7.9 Suspected criminal behaviour

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

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

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

The school will not interfere with any police action taken. In addition, the school will 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 and record on CPOMS.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

Please refer to our [child protection and safeguarding policy](#) for more information.

7.11 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 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](#) for more information on responding to allegations of abuse against staff or other pupils.

8. Restorative 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 the teacher in the parallel classroom and will be removed for a maximum of fifteen minutes.

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

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

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as *[outline your approach here:]*

- Use of teaching assistants
- Individual behaviour plans
- Rainbow Room (calm environment)
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log on CPOMS.

8.3 Suspension and permanent exclusions

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

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

Please refer to our [exclusions policy](#) for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

At Enderby Danemill Primary School, we understand the behaviour is a form of communication and we recognise 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 and may include:

- Provision of concentration aids and sensory resources to support the pupil
- 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 a teacher

- Adjusting uniform requirement for a pupil with sensory differences or who have severe eczema
- Training for colleagues in understanding neurodiversity such as SEMH, ASD, ADHD
- Use of separation spaces (sensory room and nurture room) where pupils can regulate their emotions during a moment of sensory overload

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.

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 like:

- Daily contact with a member of the pastoral team
- Restorative discussions
- Reintegration meeting following a fixed term exclusion

- Consideration of whether introducing an individual behaviour support plan or updating the current one in order to increase its effectiveness

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- The school behaviour management systems
- Safeguarding
- The needs of the pupils at the school/ in their class
- Behaviour management will also form part of continuing professional development.
- ECTs receive specific training on managing behaviour as part of their Early Career Framework

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 support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the Advisory Board and SLT.

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 SLT 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 Advisory Board.

14. Links with other policies

This behaviour policy is linked to the following policies;

List any other related policies that your school holds here, including the anti-bullying strategy if applicable.

- Mental Health Policy
- Child protection and safeguarding policy
- Anti-bullying Policy
- Exclusions and suspensions policy
- Physical Intervention policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that they will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Advisory Board annually.

Appendix 2: behaviour log

Behaviour incidents will be logged on our centralised system – CPOMS.



Student

Incident

If this concern is URGENT, you must speak to a DSL immediately. Records should be professional, objective, accurate and succinct. Use full names, avoid acronyms and check spelling and grammar carefully.

Action taken / consequence

Use this space to describe any action you have taken, or action you intend to take

Categories

- ***Safeguarding Concern***
- **Bullying (Child on Child)**
- **Harmful Sexual Behaviour**
- **Mental Health**
- **Online Safety**
- *Agency Involvement (M)*
- *Alternative Provision*
- *Attendance*
- *Behaviour*
- *Child in Care (M)*
- *Child In Need Plan (M)*
- *Child Protection Plan* (M)
- *Communication*
- *Early Help (M)*
- *Exclusions and Suspensions*
- *Medical*
- *Meetings*
- *Mental Illness (Diagnosis)*
- *Parent Complaint*
- *Physical Intervention*
- *Referral by School - CAHMS (M)*
- *Referral by School - Other (M)*
- *Referral by School – Social Care (M)*
- *Risk Assessment (M)*
- *School Based Intervention*
- *SEND*
- *Vulnerable - Other (M)*
- *Welfare Check*

***Behaviour* Subcategories**

- Coercion
- Damage To Other Child's Property
- Damage to School Property
- Inappropriate Gestures
- Inappropriate Language
- Internal Seclusion
- Intimidation
- Not Following Adult Instructions
- Out of Class (Without Permission)
- Physical Aggression (Towards a Child)
- Physical Aggression (Towards an Adult)
- Verbal Aggression (Towards a Child)
- Verbal Aggression (Towards an Adult)

Linked student(s)

Type a student's name to link them to this incident.

Time of Day

Choose the time of day that the behaviour occurred

Appendix 3: personalised behaviour plan

	Behaviour	Rewards/Consequences
Green		
Yellow		
Red		
<p><i>NB: This replaces the whole school behavior system. This is not a complete list and there may be other incidents that are not covered here. If incidents/behaviour occurs this will be reviewed. However, all adults must use consistent approaches with him.</i></p>		