

Behaviour Policy

Parsonage Farm Primary School



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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:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules

- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour 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
- 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
 - Fireworks
 - Pornographic images
 - Sweets/Chewing Gum
 - Money
 - Mobile Phones
 - Electrical Items
 - Aerosols
 - 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

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

In accordance with the above, we follow the Equality Act 2010 to ensure all protected characteristics are protected to eliminate discrimination, harassment and victimisation.

As a school we aim for all pupils to learn in a safe and calm environment, which is free from disruption. It is within this environment; children will learn best.

We understand the impact that bullying can have on learning and mental health and therefore take the issue of bullying exceptionally seriously and, as per the law, have measures in place to prevent all forms of bullying (see guidance below).

General School Guidelines

Parents:

- We wish for parents/carers to have confidence in us that their child's welfare is our priority and that we take any complaint about bullying seriously. For this to happen we endeavour to have positive relations with them, in order to best support their child.
- If parents feel their child is being bullied the protocol is to notify the school, ideally with the class teacher – if the issue is not resolved the concern will be escalated to senior leadership and further provisions will be put into place.
- We do not wish for parents to take matters into their own hands and speak with children or parents themselves.
- We want for parents to share the values of positive behaviour and support respecting protected characteristics at home.

Pupils:

- All pupils understand what bullying is and are able to identify it – including learning about cyber bullying

- All pupils understand what to do if they feel they are being bullied
- All pupils feel confident or are given a chance to express if they feel they are being bullied
- All pupils learn positive behaviour
- All pupils learn to respect protected characteristics
- All pupils understand the part they could play in bullying – including the role of the bystander
- All pupils understand the next-steps, if there has been an incident of bullying: support and consequences

Staff:

- All staff understand their responsibility regarding supporting and dealing with bullying
- All staff understand what bullying is and are able to identify it – including cyber bullying

Potential Signs and Symptoms to look out for should a child not explicitly express being bullied:

A pupil may indicate by signs or behaviour that he or she is being bullied. Staff in school should be aware of these possible signs and that they should investigate if a pupil:

- Is frightened of making the journey to or from school;
- Changes their usual routine;
- Is unwilling to attend school (school phobic);
- Begins to truant;
- Becomes withdrawn, anxious, or lacking in confidence;
- Starts stammering;
- Attempts or threatens suicide;
- Absconds from school/ educational visit;
- Frequently reports they feel ill (where no known cause of illness is known or detected);
- Begins to do poorly in school work;
- Attends school in clothes torn or with damaged books/ equipment;
- Has possessions which are damaged or 'go missing';
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other children or siblings;
- Stops eating;
- Is frightened when questioned to say what's wrong;
- Gives improbable excuses for any of the above.
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

- All staff understand what to do if they feel they or child are being bullied

Unfortunately some persistent cases of reported behaviour will be indicative of instances of bullying. The following actions will be taken:

- Support for the victim will be provided as quickly as possible. The child will be reassured that they will be listened to and that anything that they say will be used only to sort out the situation they find themselves in.
 - The Headteacher /Deputy Head Teacher should be informed of all concerns
 - The incident will be investigated as quickly as possible making sure that written statements are taken from the child/children concerned and recorded on an incident sheet
 - An action plan will be developed and implemented to stop the bullying instances
 - If deemed appropriate the parents/carers of children concerned will be asked to come into school to discuss the situation further and be informed of the action the school has taken.
 - The bullying child and their parents will be informed of the school's view on bullying and of the sanctions that may be imposed should there be a repeat of the bullying incidents.
 - In any incidents involving social media or texting/calling outside of school time, the parent is informed that they may wish to go to the police with their concerns and contact the social media website where applicable.
- All staff reinforce positive behaviour within the school
 - All staff reinforce respecting protected characteristics
 - All staff understand the parts played in bullying – including the role of the bystander
 - All staff understand the next-steps, if there has been an incident of bullying: support and consequences (for victim and bully)
 - All staff understand the potential impact of bullying
 - All staff to know they can seek support if they have been impacted by an incident of bullying

Please note: We do not consider that all conflict situations and incidents that occur between children are cases of bullying behaviour and are in agreement that:

- for most children growing –up involves learning how to build relationships with others and that this will often include squabbling, disagreements with each other and may even result in fighting with each other
- conflicts will arise and that children can be sensitive and that offence can be taken when none might have been intended
- it is important to expose bullying issues in school openly and in a constructive manner through the structured curriculum and through the school 'circle time' sessions

Outside of school:

For bullying, which occurs off of school premises, school staff members have the power to discipline pupils:

Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to

notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip. (Preventing and tackling bullying Advice for Headteachers, staff and governing bodies July 2017 (DfE))

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds 1 Section 62 of the Coroners and Justice Act 2009 defines prohibited images of children. Section 63 of the Criminal Justice and Immigrations Act 2008 defines extreme pornographic images. 9 material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. (Preventing and tackling bullying Advice for Headteachers, staff and governing bodies July 2017 (DfE))

5. Roles and responsibilities

5.1 The governing board

The governing 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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with 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 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 on 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
- 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 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

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
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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 Class Rules

Class Rules are devised and developed by the class teacher and pupils.

The class teacher and pupils may amend or change their selected rules during the course of the year. However, in each class it is expected that teachers and pupils will select a maximum of six rules that:

- inform pupils of the behaviour expectations
- are observable and clear
- are consistent and fair
- are recorded and displayed in a critically constructive way e.g.

'We listen when our teacher or another child is talking' rather than
'Do not talk when the teacher or another child is talking'

6.2 School Rules

School and playground rules are displayed around the whole school building and are intended to highlight to both children and adults the importance that is placed upon establishing a learning environment, which promotes positive behaviour.

These are:

- We always walk sensibly and quietly around the school.
- We are polite and kind to each other.
- We keep our hands and feet to ourselves at all times.
- We respect our own and other people's property and ideas.
- We listen carefully whilst adults and other children are talking to us.

6.3 Playground Rules

- When the bell is rung we follow instructions quickly and carefully.
- We use polite language – we do not swear, tease, name call or behave in an unkind or rude way.
- We treat the mid-day assistants with respect by listening to and carrying out their instructions.
- We look after our playground and use playground equipment appropriately and when it is our turn to do so sensibly.

6.4 Mobile phones

Pupils in Years 5 & 6 are permitted to bring mobile phones to school as many of them walk home alone and it is recognised that parents/carers may wish to be able to contact them. Once they arrive on the school grounds these should be turned off and handed in to the classteacher on arrival in the classroom. These will then be handed out again at the end of the day.

Children cannot use their mobile phones during the school day unless they are a medical support device and this has been agreed by the Headteacher.

The school is not liable for any loss or damage whilst the phones are on the school site. Parents/Carers accept that any phone brought into school is at their risk.

Any children who use their phones against the school rules may be barred from being allowed to bring them into school.

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
- Display the school rules, playground rules and 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
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Speaking respectfully and not shouting

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

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

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

Positive behaviour will be rewarded with:

- Verbal Praise
- Sending child to YGL/SMT
- Communicating to parent via end of day/phone call/Marvellous Me App
- Certificates, special assemblies
- Whole class rewards

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.

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

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

At Parsonage Farm Primary School we believe that it is important to deal with inappropriate behaviour calmly and quickly by addressing the cause and reflecting on what has happened and thinking of the next steps that can support this. The following hierarchy of consequences will apply if a pupil fails to keep to the outlined school rules:

- 1. Two verbal warnings to point out what needs to be addressed.**
- 2. 'Time - Out' - move to work alone or away from the situation in order to be able to calm down and not be overwhelmed .**
- 3. Loss of break time privilege.**
This will involve 'time-out' from playing with their peers.
- 4. Pupil sent to Year Group Leader to have time away from peers and to speak with an adult regarding the cause of behaviour .**

Class teacher to inform parents and record on CPOMS.

5. Pupil sent to Assistant Headteacher.

Class teacher to inform parents and record on CPOMS.

6. Class teacher and Year Group Leader to speak to parents and explain that their child's behaviour is causing concern and how we can work together to support them.

7. Pupil sent to Deputy Headteacher

8. Deputy Headteacher to meet with parents, class teacher and year group leader

9. Internal Exclusion.

Parents will be informed that an internal exclusion is taking/has taken place. The length of exclusion would be dependent on the nature of the incident

10. Headteacher to ask parents into school to discuss further behaviour support strategies.

All staff use their professional judgement as to whether all stages are to be applied. Serious offences can lead to **stage 6** immediately.

If a pupil frequently reaches the higher stages of the outlined discipline hierarchy the class teacher, in consultation with the SENCO, gives consideration as to whether it is necessary to write a Pupil Passport which outlines clearly the strategies that will be put into place in order to improve the behaviour of the child.

In exceptional cases where positive attempts to address the pupils' behavioural concerns do not lead to an improvement in the situation, an **Early Intervention Meeting** is called by the Headteacher. This can involve the pupil, their parents, teachers, a governor, the Educational Welfare Officer or Educational Psychologist.

The purpose of the Early Intervention Meeting is to:

Outline clearly the nature and extent of the child's behavioural difficulties and how it is affecting the child and the life of the school.

Try to identify the circumstances that might be causing the inappropriate behaviour.

Agree any action that may be required, by those present at the meeting, to improve the child's behaviour.

Make clear the consequences if the child's behaviour does not improve.

When all these steps have been taken, and the pupils' behaviour has not improved, then it may be necessary to consider the remaining two stages on the discipline hierarchy:

11. Exclusion from school for a fixed term period

Major offences, such as a serious assault on another pupil or member of staff, may lead to fixed term exclusion.

An Early Intervention Meeting will be convened before the pupil returns to school and it may be decided at this meeting that the exclusion is made permanent.

12. Permanent exclusion

The Local Authority guidelines will be followed.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

We also access support from the Havering Behaviour Support team which may include training, individual plans and meetings with parents.

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 (recorded on CPOMS)

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.

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, 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 bags.

Outer clothing includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket 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
- Coats
- 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.

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).

The school allow children to walk home independently, from Years 5 and 6 only, provided the parent has completed a written consent form. The Headteacher has the power to remove this privilege at any time, if there are concerns over a child's behaviour outside of school.

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 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 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Responding to misbehaviour from pupils with SEND

8.1 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.

8.2 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.

8.3 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.

8.4 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.

9. 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.

10. Pupil transition

10.1 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.

10.2 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.

11. Training

As part of their induction process, our staff are provided with the most up to date policies of our school.

In addition, training on managing behaviour is included in various INSET sessions.

12. Monitoring arrangements

12.1 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

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.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 12.1). At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Teaching & Learning Committee annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- SEND Policy

Appendix 1: written statement of behaviour principles

Behaviour Principles Intent Statement

Date of Statement: Spring 2023

Review Date: Spring 2024

Mission Statement

'Where children are valued and success is recognised'

Rationale and Purpose

The purpose of this statement is to provide guidance for the Head Teacher in drawing up the school's behaviour policy so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children of Parsonage Farm Primary School as well as taking full account of law and guidance on behaviour matters.

This is a statement of principles not practice, which is to be found in the school's behaviour policy which has taken account of these principles when written by the Head Teacher.

Principles

The Governors at Parsonage Farm Primary School believe that high standards of behaviour lie at the heart of a successful school and this is best achieved through positive behaviour management.

A successful school enables:

- All of its pupils to make the best possible progress in all aspects of their school life and work.
- All staff to be able to teach and promote good learning without undue interruption or harassment in person or online.
- All pupils have the right to feel safe at all times. There should be mutual respect between staff and pupils and between each other. All visitors to the school should feel safe and free from the effects of poor behaviour at all times and in all parts of the school.
- Parsonage Farm Primary School is an inclusive school. All members of the school community should feel free from discrimination of any sort (as laid down in the Equality Act) Measures to protect pupils and staff from bullying and discrimination as a result of race, ability, sexual orientation or background is clearly set out in the Equality Policy and is regularly monitored by Governors.
- The school's legal duties under the Equality Act in respect to safeguarding students with Special Educational Needs and all vulnerable pupils is set out in the Safeguarding Policy and known to all staff.
- Parents/Carers are encouraged and helped to support their child's education, just as the children are helped to understand their responsibility during their time in school, the local community and in preparation for their life after school.
- The school behaviour systems and sanctions are clearly stated in the Behaviour Policy. They set out expected standards of behaviour for pupils and staff to follow within school, online and when representing the school on trips and events. The Governors expect the rules to be consistently applied by all staff and regularly monitored for their effectiveness
- There are a wide range of rewards consistently applied in such a way as to encourage good behaviour in both the classroom and around the school. These are clearly stated in the behaviour policy and regularly monitored by the Leadership Team.

- Sanctions for unacceptable behaviour should be known and understood by all staff and pupils and are consistently applied. The full range of sanctions are set out in the behaviour policy.
- Governors feel that exclusions, particularly those that are permanent must only be used as a last result. All sanctions are monitored for their proper use and effective impact.
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

The use of reasonable force

- Staff have the power to use reasonable force or make other physical contact in extreme cases.
- The situations in which reasonable force may be used include: removing disruptive pupils from classrooms or preventing them from leaving it for their safety or the safety of others, preventing a pupil from attacking another pupil or member of staff or restraining a pupil at risk of harming themselves.
- There are occasions when physical contact other than reasonable force with a pupil is proper and necessary e.g. holding a pupil's hand, comforting a distressed pupil, demonstrating something in PE and giving first aid treatment.
- The Head Teacher will refer to the guidance **Use of reasonable force in schools** published by the DfE.

Dealing with allegations of abuse

- Any allegations should be dealt with in the first case by the Head Teacher, following advice from the LADO, who will then decide whether an investigation is required. Where the allegation is against the Headteacher, the Chair of Governors will be the lead person and liaise with the LADO.
- A quick resolution of the allegation should be the priority. All unnecessary delays should be avoided
- An individual will only be suspended if there is no reasonable alternative. If suspension is deemed appropriate, reasons need to be recorded and the individual notified.
- The Head Teacher will refer to the advice, from the LADO or other relevant external authorities, in dealing with allegations of abuse against teachers or other staff set out by the DfE

Review

The statement of principles will be reviewed Spring 2024 in preparation for the Autumn 2024 Behaviour Policy.