

# Behaviour policy and statement of behaviour principles

Edmund Waller Primary School



**Approved by:**

Anne Rennie and FGB

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### 1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all children 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 sanctions of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all children
- › 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 alternative provisions/pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and child referral units in England, including child movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting children 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 children
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate children's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate children's property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, between lessons, and at break and lunchtimes
- › Non-completion of classwork
- › Deliberate and repeated refusal to comply with instructions/request from staff members
- › Deliberate refusal to follow the 3 school rules of 'Ready, Respectful, Safe'

**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
  - 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 child)

#### 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

At Edmund Waller we aim to ensure that we both comply with the legal responsibilities on bullying and harassment and to promote an atmosphere conducive to learning and emotional wellbeing in which all forms of bullying are acknowledged to be unacceptable.

We ensure that: -

- There is curriculum coverage of issues around bullying and harassment e.g. PHSE/RSHE, circle time.
- Contextual safeguarding is considered in all aspects of behaviour and all staff should assume that it is happening and consider what we are doing to keep children safe.
- There is material in school to create an environment which reinforces the values which underline equal opportunities and promote mutual respect.
- Assemblies cover themes of celebrating diversity and respect for each other.
- We will hold school wide events such as Anti-bullying week and Stay Safe assemblies to bring awareness to current issues.
- A School Council for children to share in discussions about appropriate responses to bullying.
- Codes of conduct/class rules are displayed and regularly discussed in class.
- The headteacher and some members of the senior management are “high profile” in school ensuring no unsupervised areas – playground morning/evening.
- We use behaviour management strategies which are firm but are seen by all to be fair and consistent.
- Restorative justice approaches should be used to ensure that children have time to talk about the incident to explain their views and feelings and ensure reparation.
- Children are aware of the school policy to report any possible bullying incidents to an adult.
- Children are made aware of strategies to prevent bullying and to feel confident about voicing their concerns.

- Where incidents of child on child abuse occur, all parties will be treated as victims and actions taken will be in line with our [Safeguarding including Child Protection Policy](#) and KCSIE 2023.
- Parents/carers are informed by the headteacher if their child has been involved in any bullying incidents and further meetings can be arranged in school to plan positive moves forward.
- If a second incident occurs the child perpetrating the bullying would receive a fixed term exclusion. Both children would be supported within the framework of school policies.

If bullying occurs between children or adult to adult, or adult to child the headteacher or senior member of staff will: -

- Investigate the incident/s by speaking to the victim.
- Speak to the bully.
- Speak to the other person/persons involved.
- Speak to any others who witnessed the incident/s.
- Take action in line with the policy.

If the bullying occurs between a child and a member of staff the headteacher or senior member of staff will:-

- Speak to the child who is being bullied about the incident.
- Speak to the bully.
- Speak to the member of staff.
- Speak to other children in the class.
- Speak to other adults working in the classroom.
- Take action in line with school policy i.e.:
  - Support the child
  - Support the bully to realise their impact and to change their behaviour
  - Support the teacher
  - Monitor and evaluate the situation
    - E.g. set up meeting with family
    - Provide child being bullied with support and ways to stop bullying if it occurs again

All incidents of bullying should be recorded on CPOMs. All incidents will be monitored by SLT and actioned where necessary.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing body 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 children
- › 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 children 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 children both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children 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 children
- › Establishing and maintaining clear boundaries of acceptable child behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular children
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly on CPOMS (and immediately to the Safeguarding Lead and SLT where appropriate)
- › Challenging children 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 Children

Children 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 sanctions 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

Children will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

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

Children 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 children who are mid-phase arrivals.

## 6. School behaviour curriculum

During lessons, children have a responsibility to demonstrate learning behaviours that are in line with the three school rules of 'Ready, Respectful, Safe'. These include:

- Adhere to the 'Ready, Respectful, Safe' expectations
- Become increasingly aware of which 'zone' they are in and recognise the impact that 'zones' have on their learning and the learning of others
- Listening to adults and peers
- Following instructions (with the assistance of reminders and visual prompts where necessary)
- Behave in a way that does not disturb others from learning
- Remaining in their seats during learning time, where appropriate
- Taking part fully in all activities and striving to do their best
- Being prepared for learning with the correct equipment and resources
- Managing distractions and remaining focused on their learning/task/activity
- Requesting help or assistance when necessary
- Asking and answering questions
- Being resilient and diligent
- Collaborating and co-operating with others

- Identifying when they are not in the 'Green Zone' and taking action (or accepting guidance) on how to rectify this
- Setting and with support, monitoring, personal goals and acting promptly upon advice given
- Accepting 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 children can meet behavioural expectations in the curriculum.

## 6.1 Mobile phones

Children are advised not to bring mobile phones to school. Where this is deemed absolutely necessary and agreed with parents/carers, children should leave their mobile phones in a designated box in the school office for the duration of the school day, collecting at 3.30pm. Mobile phone use is not permitted during the school day and if staff are made aware of a child with a phone, they will direct them to take it to the office. If the child does not comply, staff members should alert SLT immediately.

## 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 children to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with children, which includes:
  - Greeting children 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

### In the playground;

Midday meals supervisors organise and monitor lunchtimes to ensure that children are safe.

Children are expected and encouraged to behave and play in a way that is safe for all, and follows the 'Ready, Respectful, Safe' rules. The expectations for behaviour in the playground are the same as listed above.

If they do not follow the 'Ready, Respectful, Safe' rules, or if observed to be in the yellow or red zones, children will be:

1. Asked to remain in the hall during lunchtime or hold a midday meal supervisors' hand for close supervision.
2. Taken, by an adult, to the SLT office in order for them to complete a 'Reflection Record' and re-establish themselves in the green zone
3. Be given the opportunity to talk through the incident and consider ways to restore and repair
4. Asked to have lunch at home
5. Receive a fixed term exclusion

## **7.2 Safeguarding**

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

We will consider whether a child'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 child'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.

### Rewards

Positive behaviour, attitudes and actions are recognised and rewarded at Edmund Waller. This could take the form of any of (or a combination of) the following:

- Positive affirmation via facial expression or body language
- Genuine verbal praise and recognition
- Children being taken to adults to show their learning or explain where they have been successful/made an improvement
- 'Positive Postcards' sent home
- Positive phone calls home to offer praise
- Work being displayed in the classroom or in a communal area
- Inclusion in the weekly recognition assembly.

Strategies should be used at all times to encourage and support good behaviour:

- a) Use of verbal praise to focus on the positive
- b) Use of verbal reminders, detailing situations when positive behaviours have been observed
- c) Postcards and phone calls home to offer praise and explain where a child has made improvements in their behaviour, attitude, effort, approach, etc.
- d) Visual strategies to support children who have difficulty with their language

- e) Children's participation in parents' evenings appointments to discuss their learning (if deemed appropriate by parents/carers and staff)
- f) Older children supporting younger children to demonstrate good behaviour, including a 'Buddy System' for new children, or those requiring support with social interactions.
- g) Agreeing a behaviour support plan

#### **7.4 Responding to misbehaviour**

When a child'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 children 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 children 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 child to help them to meet behaviour standards in the future.

#### **Sanctions**

Where possible any incidents of inappropriate or disruptive behaviour should be managed in the classroom, but persistent low-level disruption should be handled as outlined in the policy.

If the behaviour does not improve the child will:

1. Receive a kind and private verbal reminder from an adult who will inform them why their behaviour is inappropriate/how it is not in line with 'Ready, Respectful, Safe', and be told the behaviours the adult expects to see.
2. Be monitored by the adult in terms of their engagement with the reminder given and which 'zone' they are in. If the child is unable to return to the green zone independently, prompt action will be taken to help them with this (directed to take timeout to complete regulating activities in a separate area of the classroom).
3. Be sent to their parallel year group class for a set amount of time and asked to complete a 'Reflection Record' which should be discussed on their return.

If on their return their behaviour remains unchanged, they should be:

1. Verbally reminded of the agreed procedures and expectations for classroom behaviour, including that they will be sent to the Phase Leader if they continue to make inappropriate choices.
2. Sent to their Phase Leader with work they can manage unaided.
3. If the behaviour continues after their return from the Phase Leader, the class teacher should refer the incident to a member of SLT and if appropriate, record the details on CPOMS.

If a child is sent to the Phase Leader a number of times within a short space of time then the class teacher should request a meeting with their parents. The Phase Leader may also be present at these meetings if they, or the class teacher, requests it.

Certain types of behaviour are completely unacceptable. These are:

- a) Name calling of a racist or homophobic type
- b) Bullying – this is where a child has been subjected to verbal or physical abuse by the same child (see anti-bullying policy)
- c) Physical assault on a child or adult (punching, slapping, kicking etc)
- d) The use of inappropriate language – e.g. swearing with intent to offend or intimidate
- e) Refusing to comply with a request by an adult, particularly where it compromises the safety of others
- f) Any other extreme behaviour that interferes with others’ learning
- g) Stealing

Incidents like these should be dealt with by a member of the SLT and should be recorded on CPOMS. At all times, adults should use their judgement and refer to SLT immediately (accelerating the outlined procedures) if they feel it is necessary.

Allegations of bullying, racist incidents, homophobic incidents, physical restraint, fixed term exclusions and permanent exclusions, should be reported to governors termly.

If a child persistently demonstrates extreme behaviour the following measures will take place.

- a) The headteacher will make initial telephone contact with parents/carers to inform them of the situation
- b) A warning letter of suspension is sent to the parents explaining the incident and asking them to make an appointment to discuss the situation
- c) If a second incident occurs within the same term a suspension is given.
- d) Where the instance is a “one-off” but either serious or violent, a suspension or exclusion may be given immediately (the headteacher or person in charge will make the decision).

In a small minority of cases where the child’s behaviour does not improve there will be a meeting with the parent to discuss ways forward which may include referrals to:

- I. external services provided by Lewisham Authority e.g. C.A.H.M.S.
- II. the school nurse or G.P.
- III. the behaviour outreach team

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

## 7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child 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 using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

Other options, such as removing other children and adults from the area, should be considered prior to any reasonable force being used.

## 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 child's possession as a result of a search will be confiscated. These items will not be returned to the child but will be returned to the parent upon request.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents, if appropriate.

### Searching a child

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 child, 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 child 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 child

Staff are not permitted to carry out a search without another adult being present.

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 child. During this time the child will be supervised and kept away from other children.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the child 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 child has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child
- Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

If the child 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 a member of SLT, to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child 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 child'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 children' possessions**

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

- Desks
- Lockers
- Bags

A child's possessions can be searched for any item if the child agrees to the search. If the child 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 child's possessions when the child 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 child 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 child 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**

Staff at Edmund Waller will not conduct strip searches of any child.

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 child'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 child(s) involved. Staff retain a duty of care to the child involved and should advocate for child 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 child's parents to inform them that the police are going to strip search the child before strip search takes place, and ask them if they would like to come into school to act as the child'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 child'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 child, except in urgent cases where there is risk of serious harm to the child or others.

One of these must be the appropriate adult, except if:

- The child 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 child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child 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 child
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the child, unless the child specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the child 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 child could be seen by anyone else.

### **Care after a strip search**

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child 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 child 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 child(s) who have been strip searched more than once and/or groups of children 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 child has misbehaved off-site when representing the school. This means misbehaviour when the child is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- In any other way identifiable as a child of our school

Sanctions may also be applied where a child 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 child
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child 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 children for online misbehaviour when:

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

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

### **7.9 Suspected criminal behaviour**

If a child 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.

Children 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 child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 children accused of misconduct.

## **8. Serious sanctions**

### **8.1 Keeping children in at playtimes/lunchtimes**

Children may be kept inside for some or all of their play/lunch times if necessary. This may be to complete work or to engage in restorative conversations with staff members.

### **8.2 Removal from classrooms**

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

Children 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 children 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 child is being unreasonably disruptive

- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space (Zones of Regulation)

Children who have been removed from the classroom are supervised by the class teacher in the parallel class, or a member of SLT. They should return to their classroom when they are in the green zone and are ready for their learning.

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

Children 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 child 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 children who are frequently removed from class, such as:

- Use of teaching assistants
- Short term behaviour interventions
- Long term behaviour plans
- Child support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child 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 children with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

The school recognises that children's 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 child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children 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 child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child 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 child concerned. For example:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where children can regulate their emotions during a moment of sensory overload

If children with SEND are removed from the classroom in order to support their emotional regulation, parents will not be routinely contacted unless there has been a serious behaviour incident. Please refer to our behaviour policy for the definition of serious behaviour.

## **9.2 Adapting sanctions for children with SEND**

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

- Whether the child was unable to understand the rule or instruction
- Whether the child was unable to act differently at the time as a result of their SEND
- Whether the child 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 child 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 child displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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 Children 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 child 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 children following a sanction**

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

## **11. Child transition**

### **11.1 Inducting incoming children**

The school will support incoming children 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 children for transition**

To ensure a smooth transition to the next year, children 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 child 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 rules and procedures for managing and promoting high standards of behaviour
- The proper use of restraint
- The needs of the children at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of child support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, children, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the behaviour lead 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 children 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 the governing body 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 Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

### **14. Links with other policies**

This behaviour policy is linked to the following policies

- Safeguarding including child protection policy
- Physical restraint and use of reasonable force policy
- Anti-bullying policy
- Behaviour policy

## Appendix 1: written statement of behaviour principles

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

The governing board 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 full governing board every year.

**Appendix 2: letters to parents about child behaviour - templates**

**First behaviour letter**

Dear [insert parent name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'being safe' or 'being respectful of other children's property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with mental health and well being lead, missed play time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert child's name] behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Behaviour letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent name],

Following my previous letter regarding the behaviour of [insert child name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [insert child's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, mental health and well being lead], to discuss the further support we will be putting in place for [insert child's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_