*‘I can do all things through him who strengthens me…’Philippians 4:13*

**Behaviour, Discipline and Bullying Policy**

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**CONTENTS PAGE**

|  |  |  |
| --- | --- | --- |
|  | Section | Page |
|  | Policy Background | 3 |
| 1.0 | Aim | 3 |
| 2.0 | Partnership with Pupils | 4 |
| 3.0 | Partnership with Parents and Carers | 5 |
|  | 3.1 Attendance | 5 |
|  | 3.2 Communication | 5 |
| 4.0 | Behaviour for Learning – ‘Ready to Learn’ | 5 |
| 5.0 | Our Approach | 6 |
| 6.0 | Rewards | 7 |
| 7.0 | Sanctions | 8 |
|  | 7.1 Low Level Disruption | 9 |
|  | 7.2 Repeated / Severe Disruption | 9 |
|  | 7.3 Dealing with Serious Incidents | 10 |
|  | 7.4 Behaviour Outside Learning Times and Outside the School Gates | 11 |
|  |  | 7.4.1 On School Transport | 12 |
|  |  | 7.4.2 Break and Lunch Times | 12 |
|  |  | 7.4.3 Outside the School Gates | 12 |
|  | 7.5 Confiscation of Inappropriate Items | 13 |
| 8.0  | Suspension and Permanent Exclusion8.1 Managed moves  | 16 |
| 9.0 | SEN and Behaviour | 17 |
| 10.0 | Safeguarding and Behaviour | 18 |
| 11.0 | Bullying | 18 |
|  | 11.1 Strategies to Prevent Bullying | 18 |
|  | 11.2 Strategies for Dealing with Bullying | 19 |
| 12.0 | Damage to Property | 21 |
| 13.0 | Use of Reasonable Force or Control to Restrain Children | 21 |
| 14.0 | Equal Opportunities | 23 |
| 15.0 | Working with Other Agencies | 23 |
| 16.0 | Policy Monitoring, Evaluation and Review | 23 |
|  | Appendix 1: Key Points from DfE Guidance | 24 |
|  |  |  |

**Policy Background**

By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying among pupils. Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school[[1]](#footnote-1).

We also have a statutory power to discipline pupils for misbehaving outside of the school premises, and our behaviour policy will also set out what we will do in response to all non-criminal unacceptable (bad) behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Policy advice has been taken from ‘Behaviour in Schools: Advice for Headteachers and School Staff’[[2]](#footnote-2), which was issued by the Department for Education (DfE) in July 2013 and was updated in September 2022. Key points from this advice are outlined in Appendix 1.

All staff are familiar with our behaviour policy (Every classroom contains a copy of this policy), a copy of this policy is also available on the school website and a hard copy can be obtained from the school office on request.

 The policy document that follows explains in clear detail the aim of our policy, the approach to behaviour that we will take as a school, the importance of our relationship with parents, the rewards and sanctions that we use, and statutory guidance that informs our policy and will outline our powers with regards to discipline.

1. **Aim**

The aim of this policy is to create a culture that promotes excellent behaviour, a clear vision of what good behaviour looks like, outline what behaviours are prohibited and create a calm, safe and supportive environment, protected from disruption and enabling children to learn, which reflects the values and attitudes of our school.

At Rattlesden School we believe:

* + All pupils should be and feel safe, feel respected and treated with dignity and kindness.
	+ All pupils have a right to learn and thrive within a safe and secure

 environment.

* + All adults have a right to be able to do their job in safety
	+ Every pupil can behave well
	+ Children should be ready to learn and responsible for their own actions

We want to develop and encourage a responsible and caring attitude between all age groups in order that all members of the school community can work together with the knowledge that unacceptable behaviour, including bullying, physical threats and intimidation, will be challenged and will not be tolerated on the school site, or off the school site where it is witnessed by a teacher or reported to the school.

Integral to our policy is to encourage the children to take responsibility for their own actions by promoting self-discipline and proper regard for authority, and to consider how they should keep themselves and others safe within the school environment. In addition, all members of our school community, including parents, must take shared responsibility for setting and maintaining high standards of behaviour, with a focus on positive behaviour management rather than punishment.

Our school leadership team plays a vital role in working with staff, parents and pupils on settings and maintaining the behaviour culture, to ensure all staff understand the behaviour expectations and consider appropriate training.

## Staff use a positive approach to behaviour through encouragement and praise, by being constructive in approach and by including advice on how to improve behaviour when concerns are raised. Every effort is made to ensure that all rewards and sanctions are fair and consistent, and our system of sanctions is used to deal with poor behaviour effectively and consistently, and any sanction issued will take into account any special educational needs or disabilities the pupil has and will be reasonable and proportional.

1. **Partnership with Pupils**

Pupils at our school have a duty to follow the school behaviour policy.Every child is made aware of our aceptabted behaviour, rules and the consequences if these are not followed if their behaviour falls short of the expected standard.

We think that our pupils should have a voice when it comes to creating a positive learning environment within the school. As part of this the whole school, split into houses, discusses matters relating to behaviour in school at regular intervals. Pupils on the school council also provide feedback of their experiences of behaviour at our school. Our house captains also play an important role in modelling and acknowledging positive behaviour.

1. **Partnership with Parents and Carers**

Parents are encouraged to get to know the school’s behaviour policy as we believe that it is essential for the school and parents / carers to work together in order for a behaviour policy to be effective. There several strands to this relationship:

**3.1 Attendance**

The foundation of our behaviour policy is based upon both punctual and good attendance as research has shown that good attendance has a positive impact on behaviour, which in turn helps to underpin academic achievement. With regular good attendance a child is more likely to feel part of the school community, be committed to and bound by the behaviour ethos within the school, and be ready to learn.

Our expectation is for an average attendance of 96% over the course of a year. Any attendance that falls below 90% for an individual pupil during a term will be monitored by the Local Authority Attendance Officer, and parents / carers could find themselves subject to Local Authority fixed penalty notices.

For more detailed information about the legal duties of parents and carers with regards to school attendance, and about the schools approach to attendance, please refer to our Attendance Policy. This is available online, or a copy can be requested from the school office.

**3.2 Communication**

Good home-school communication is essential, and as soon as a pupil’s behaviour is giving cause for concern staff will liaise with parents and carers.

We live in challenging times and we understand the impact on a child’s behaviour from difficulties and pressures which may arise from issues such as unstable family relationships, unemployment, homelessness, family bereavement and illness. Please do let us know of anything that you feel may have an impact on your child’s behaviour so that we can work with you to support your child.

Staff are always available before school and after school for quick conversations with parents but should make an appointment for longer discussions.

1. **Our Behaviour shows we are ready to learn**

We believe that pupils’ attitudes to learning should be of an equally high standard across subjects, years and classes, and that pupils should understand the importance of good attitudes and behaviour in school life, adult life and work. We have high expectations of our pupils’ conduct and behaviour, which is understood by all staff and promoted consistently and fairly. All staff expect that:

* Pupils enter the classroom in a quiet, orderly manner at the beginning of the day, after break, after lunch and when returning to their classroom, for example when they are returning from collective worship or a PE lesson.
* lining up after play and lunch quietly
* walk through the school quietly and calmly, keeping to the left of corridors and stairs, and allowing others through doorways, especially adults in the school.
* Speak politely to everyone, especially all adults, including teaching assistants and midday supervisors.
* Pupils are quickly settled, focused and ready to learn when entering the classroom.
* Pupils take increased responsibility for having the necessary equipment ready for lessons as they progress through the school – they are properly prepared for each lesson, from pencil to PE kit.
* Teachers create a ‘climate for learning’ within classrooms in which pupils’ excellent conduct and behaviour promotes high standards and a positive and safe learning environment, free from disruption.
1. **Our Approach**

School leaders support staff in managing pupil behaviour by working with them to develop clear rules, routines and consequence systems. ??? reword??

Staff have an important role in developing a calm and safe environment and uphold the whole school approach by teaching and modelling expected behaviour. We use a positive approach to behaviour using clear and consistent language. This is done through encouragement of positive behaviour and addressing and challenging misbehaviour. When addressing misbehaviour, we are constructive in our approach and include advice on how to improve behaviour. Every child is supported to achieve the behaviour standards.

Voluntary helpers do not have a right to discipline pupils. In all cases we expect volunteers to refer an incident or concern directly to the class teacher or Headteacher.

With regards specifically to bullying we have a zero tolerance approach and this is outlined in more detail in Section 12.

We have high standards and clear rules, which reflect the values of our school. Staff support pupils to meet these expectations through:

* **Our vision statement:** BEST: Believe, Embrace and Shine Together.
* Regular assembly reminders
* **Class expectations:** These are discussed and agreed with the children at the beginning of the school year (or with any pupil who has moved to our school mid-term) and displayed in each class.
* **Regular reminders:** At the beginning of each term, pupils discuss what is meant by acceptable behaviour with their class teacher and what they should expect to happen if their behaviour is not acceptable. Throughout the year, positive reinforcement of good behaviour and respect for others is encouraged.
* **Routines:** our routines teach and reinforce expected behaviour
* **Class circle time**: is used as a means of developing self-esteem and respect for others.
* **Monitoring:** Individual behaviour is monitored by class teachers and the Lunchtime Leader Mrs Preston. Class teachers and TAs are responsible for reporting behaviour incidents on CPOMS. Class teachers will inform the Headteacher about pupils whose behaviour is a cause for concern. The Headteacher and/or class teacher will liaise with parents in accordance with this policy if a child’s behaviour becomes a cause for concern.
* **Rewards and sanctions:** These are discussed in more detail in Sections 7 and 8 respectively.
* **Additional Support:** For any child with additional needs where these might affect their behaviour, adjustments are made and additional support given.
1. **Rewards**

Teachers have a duty to supervise their teaching group and maintain good order and discipline. Every effort is made to ensure that all rewards and sanctions are fair and consistent.

We aim to give praise in many ways, including the following:-

* verbal praise
	+ - Written comments on work, which praise work and work ethic
		- A ‘reward’ from the class teacher or teaching assistant (rewards used may be particular to each class)
		- A visit to another member of staff or the Headteacher for commendation
		- A public word of praise in front of the class or whole school
		- Public acknowledgement by presentation at a celebration assembly
		- A system of house points
		- A positive letter home
		- Use of school reports to comment positively about behaviour, involvement in school and community life, and positive general attitudes, as well as academic achievements
		- Opportunities to undertake specific areas of responsibility
1. **Sanctions**

Members of staff, authorised by the headteacher, are able to sanction pupils whose behaviour falls below the standard reasonably expected of them at any time in school or elsewhere under the charge of a member of staff, including school visits. Voluntary helpers are not authorised to sanction pupils. Voluntary helpers can intervene if a pupil’s safety is at risk, for example crossing a road if there was a car coming or preventing a pupil from hurting themselves or other pupils or adults if getting a member of staff would compromise the pupil’s safety. Where intervention is needed, the minimal amount of physical intervention should be used at all times.

We use a clear system which enables the students to understand what we mean by poor behaviour, and what the sanctions will be. Responses to behaviour are consistent, fair, proportionate and predictable and will act as a deterrence and to protect pupils and staff and support pupils to improve their behaviour and meet behaviour expectations. For those who struggle to meet the behavioural expectations, extra support will be put in place. This may include a targeted discussion with the pupil, a phone call to parents, investigation causes for the behaviour and consideration for behaviour management.

Low-level disruptive behaviour will be recorded in, a sanction put in place (appropriate to age of the child and class system reward/sanction systems) and strategies put in place to support the child to improve his/her behaviour. Parents may be informed if necessary. If a child’s name appears frequently or there is a sudden change in their behaviour, this should be recorded on CPOMS and the headteacher informed. It may be necessary to contact parents at this point. If this behaviour continues, a behaviour target or support plan will need to be put in place.

At lunchtimes, MDSAs operate a time out system for low-level disruptive behaviour. If the same behaviour becomes frequent (more than 5 times in a fortnight), this will be reported to the class teacher and the above procedure will be put in place.

A more serious behaviour incident must be reported on CPOMS and parents should be contacted. If another child has been hurt, their parents must be contacted as well as the child who caused it. Whilst carrying out their sanction, the child should be encouraged to reflect on their behaviour by accepting what they have done which was wrong/ a bad choice, understanding what they should have done and what they need to do to make the situation better.

Sanctions include:

* verbal reprimand or reminder of expected behaviour
* loss of privileges or rewards
* miss playtime for a set period of time (proportionate and reasonable and allows a child to visit the toilet and eat lunch/snack
* If appropriate, school based community service (e.g. tidying bookshelf).
* Sending to another member of staff or working for a limited amount of time in another classroom to complete learning.

**7.1 Low Level Disruption**

Pupil behaviour at our school does not usually disrupt teaching, learning or school routines. Continued low level disruption can be extremely detrimental to the outcomes of everyone in the class. At Rattlesden Primary Academy, disruption is not tolerated and we take this impact extremely seriously and continued low level disruption will be dealt with promptly. and reasonable and proportionate action will be taken to restore acceptable standards of behaviour. Sanctions will be followed as above.

**7.2 Repeated / Severe Disruption**

Any pupil who is repeatedly disruptive and dangerous within the classroom will be dealt with by the Headteacher. Their behaviour will be recorded on CPOMS which is used to monitor behaviour. In such cases, support and measures will be put in place, including targeted intervention to improve pupil behaviour. This may include working with our learning mentor, identifying and preventing triggers or having a Behaviour Target or Support Plan put in place. If the school has serious concerns about a child’s behaviour, the school will consider seeking support from outside agencies such as the school nursing team, SES (specialist support services) or seek additional assessments, e.g. for ASD or ADHD or a multi-agency or early help assessment.

If we have a pupil with behavioural needs, which require an individualised behaviour support plan, this will be shared with all staff.

We believe that parents should be involved with supporting our behaviour policy and will be kept informed by phone, email or through regular scheduled meetings.

**7.3 Dealing with Serious Incidents**

The Headteacher deals with serious incidents promptly and in a manner appropriate for each situation in order to restore a calm environment. Parents and carers are involved immediately, and the incident is recorded on CPOMS. If an incident endangers the safety of a pupil or staff member, the school acts swiftly and decisively to remove the threat and reduce the likelihood of its recurrence. Deescalation techniques will be used if necessary and agreed before-hand if a pupil is likely to be disruptive.

For a serious disciplinary reason, a pupil may need to be removed from their classroom. Reasons for this include:

* to maintain the safety of all pupils
* restore stability following a high level of disruption
* to enable disruptive pupils to be taken to a place can be continued in a managed environment
* to allow the pupil to regain calm in a safe, supervised place (if a meltdown or behaviour plan is in place, these should be followed)

Removal from a classroom is a serious sanction and should only be used once other behavioural strategies have been attempted unless the behaviour is so extreme it warrants removal immediately. Parents (or social worker and Virtual Head if a pupil is looked-after) will be informed if their child has been removed from class. A pupil should only be removed for a short period of time (until the next lesson or if at the end of a lesson, the one after that) or until they have regained calmness if this is longer. If a child needs to be removed from a classroom for a prolonged period of time, this must be agreed with the headteacher and the pupil will be given extensive support to continue their education.

A pupil will never be locked in a room although it may sometimes be necessary to prevent a child from leaving a room in order to protect the safety of pupils and staff from immediate risk. This is a safety, not disciplinary measure. A discussion and plan should be made with the pupil to allow for a smooth integration.

Examples of serious incidents are:

* Bullying, in any shape or form (see Section 12 for more detail)
* Child-on-child sexual abuse and harassment
* Racial abuse
* Abuse against sexual orientation, gender reassignment or disability
* A breakage or damage to property (see Section 13 for more detail)
* Verbal abusive and / or offensive language
* Threatening behaviour towards another pupil of member of staff
* Deliberate injury to a member of staff, another pupil or visitor
* Malicious accusations towards staff
* Use of or threat of use of a weapon or prohibited item.
* Continual disruption in the classroom or playground, which seriously affects the education of others
* Where behaviour threatens the safety of others.

This also applies to where abusive, threatening or concerning behaviour is online.

Where a pupil is involved in a serious incident, the pupil can expect:

1. The Headteacher will consider excluding the pupil for a fixed period of time,
2. If the behaviour of the pupil involves unacceptable behaviour outside of learning time (for example before registration, or at lunch-time), the Headteacher may consider exclusion of the pupil from the school premises during that time.
3. Where a pupil is felt to be of serious risk of exclusion or disaffection, the school will seek support from Behaviour Support Services. Parents / carers may be asked to support a referral to the Behaviour Support Service in order for the school to access the additional support and / or guidance.
4. Permanent exclusion would not normally be used for a first serious incident, however this can be used by the headteacher in exceptional cases if the exclusion is in response to a very serious incident. An example of this could be violence towards a member of staff or student where the action to permanently exclude would be to protect the pupils and staff in the school.
5. Permanent exclusion can be as a result of a number of serious offences, which have resulted in fixed term exclusions and where the decision not to permanently exclude would put children, staff or the child at risk.

**7.4 Behaviour Outside Learning Times, and Outside the School Gate**

Our school ethos towards behaviour and our behaviour policy will apply to the whole school day, this includes behaviour on school premises prior to registration and at the end of the school day, during break and lunch times, during school clubs and on school transport.

It is a privilege to be able to attend an out of school club and if a pupil’s behaviour continues to fall below our expectations set out in this policy, they will not be permitted to continue.

It will also include misbehaviour outside the school premises in line with our statutory power to discipline pupils for misbehaving outside the school premises where it is witnessed by a staff member or reported to the school. Our power to regulate pupils’ behaviour in these circumstances is to such an extent as is reasonable and does not breach any other legislation, e.g. human rights.[[3]](#footnote-3) A sanction is lawful if the decision is made on school premises or while the pupil is under the lawful charge of a member of staff.

The same standards of behaviour are expected online as are expected offline and our online safety curriculum and ethos, ensures the children at our school know that everyone should be treated with kindness, respect and dignity whether it is in real life or online.

Negative interactions online can damage a schools’ culture, orderly running and reputation. Although parents are responsible for this behaviour, any inappropriate online behaviour, including bullying, the use of inappropriate language, sharing nude or semi-nude images and sexual harrassment reported to the school, will be addressed in the same way as offine behaviour is. Any online behaviour which causes a safeguard concern, will be dealt with in line with our safeguard policy and procedures.

**7.4.1 On School Transport**

Pupils who travel on school transport are expected to behave sensibly and follow the school rules. Poor behaviour will be reported to the school by drivers, and fed back to parents / carers, and school and Suffolk County Council guidelines followed with regards to sanctions. If poor behaviour continues, the school will work with the parents and Suffolk Council Council to improve behaviour. The school has authority (if this decision is made and the sanction itself is on school premises) and will sanction a child for poor behaviour on school transport.

**7.4.2 Break Times and Lunch Times**

Our rules and expectations will continue to be upheld at breaktime and lunchtime with a continuing focus on celebrating the excellent examples of good behaviour. Poor choices will be dealt with in accordance with our sanctions. (see above)

Any incidents reported during break or lunch times will be passed to the pupils’ class teacher at the end of lunchtime. Serious incidents and severe disruption at break time or lunch time will be referred to a senior teacher immediately.

**7.4.3 Outside the School Gates**

Sanctions for poor behaviour outside school will be dealt with in a manner consistent with those in school as outlined in Sections 8.1, 8.2 and 8.3, and in line with the guidance issued by the DfE which is discussed in more detail in Appendix 1, Section 3. The only difference is that parents / carers will be informed of **any** incidents of poor behaviour reported to us.

 The school has authority (if this decision is made and the sanction itself is on school premises) and will sanction a child for poor behaviour outside school if necessary and appropriate. As with all poor behaviour, we will follow the procedures set out in this policy.

**7.5 Searching and Confiscation of prohibited and banned items**

For reasons of health and safety and to maintain good order, every school has the legal powers to allow members of staff (head teachers and any member of staff authorized by them (which does not have to be in writing) to carry out personal searches on the person and their possessions for prohibited and banned items.

School staff do **not** have the authority to carry out strip searches. Strip searches may only be carried out by police officers. We will consider carefully whether to call the police and assess the risk of impact of having a strip search against the risk of finding the suspected item. Strip searches may only take place if it is necessary to remove an item related to a criminal offence. We will only do this if it is deemed absolutely necessary and all other approaches have been exhausted. If a strip search is conducted, we will follow the PACE Code A and ensure there is an appropriate adult present and give appropriate support afterwards. A personal search will only require a pupil to remove outer clothing which is not worn next to the skin or immediately over underwear. It may include pockets, hats, scarves, shoes and coats. The school can also search a pupil's possessions. This is something a pupil has control of, e.g. bag, pencil case, tray, locker). A search of a pupil’s possessions will be carried out with the pupil and witness present except where there is risk that serious harm will be caused and it is not reasonably practical to summon another member of staff.

**Prohibited items:** knives or weapons; alcohol; illegal drugs; stolen items; tobacco or cigarette papers; vapes; fireworks; pornographic images; any article that a member of staff reasonably suspects to be used or is likely to be used to commit an offence or cause personal injury to a person or damage to property or an item banned by the school rules and identified as an item that can be searched for.

As well as these items, smartwatches, jewellery (except small stud earrings), and decorative hairbands are banned. From time to time, items may be banned for short periods of time, such as collectable cards or toys which are causing disorder in the school.

A pupil who is in possession of these items, especially knives, weapons, illegal drugs or stolen items, may mean they are involved or at risk of being involved in antisocial or criminal activity, including gangs and child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from help and support. The safeguard risk will be assessed when any prohibited item is found in possession of a pupil, including on an electronic device.

The head teacher and authorised members of staff can:

* Search a pupil or their possessions for any banned item if the pupil agrees.

The decision to carry out a search will be influenced by the child’s age and other factors such as SEND.

Pupil’s consent does not have to be in writing but the member of staff should ensure the child understands why they are being searched, where it will take place and allow them to ask any questions.

A metal detector may be used to assist.

* Search pupils or their possessions without consent from a pupil where the school has reasonable grounds for suspecting that the pupil may have a prohibited item. Reasonable grounds could be overhearing other pupils discussing an item or a pupil behaving in a way that causes a member of staff to suspect they are concealing an item.
* Confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where it is reasonable to do so or any prohibited item or an item they consider harmful or detrimental to school discipline.
* Search data and images on electronic devices, including phones, if there is good reason to. Good reasons could be that a member of staff suspect that the data or files have been or could be used to cause harm, undermine the safe environment of the school, disrupt teaching or used to commit an offence.
* Carry out screening for weapons by a walk-through or hand-held metal detector. The headteacher would discuss the need with the police and inform pupils and parents before installing such a device. The process would be adjusted to meet the needs of individuals and the age of the pupil.

The headteacher oversees the school’s searching practices to ensure that a culture of safe, proportionate and appropriate searching is maintained. The headteacher decides who can carry out a search. Any staff authorised to carry out a search is appropriately trained. Members of staff can refuse to carry out searches.

The school will always seek the cooperation of a pupil before conducting a search. If a pupil refuses to be searched, we will consider the reasons for this. It could be that they have refused because they are in possession of a prohibited item, they do not understand what is or might happen or had a previous distressing experience of being searched. If the school reasonably believes they are in possession of a prohibited or banned item, the school will apply an appropriate disciplinary penalty, parents will be contacted and the pupil will be supervised and kept away from others. If it is reasonably believed that a pupil has a prohibited item that could cause harm to themselves or others, damaging property or causing disorder, reasonable force (using no more force than needed) may be used. Reasonable force can only be used to search for a prohibited item **but not** items banned under school rules. The decision to use reasonable force will be taken on a case-by-case basis.

If a pupil refuses to be screened, a search may be needed. A pupil may need to be sent home if they refuse to be screened. This would be an unauthorised absence but not necessarily an exclusion.

Searching will be carried out on school property (or where school has lawful control, e.g. school trip) in an appropriate location, away from other pupils. Searches will be carried out in a lawful way, ensuring that article 8 of the European Convention on Human Rights is adhered to and ensuring any child searched has their right to a reasonable level of personal privacy. Staff must take into account that a child’s expectation of privacy increases as they get older. The powers to search in the Education Act 1996 are compatible with article 8. The powers to search only apply to England. When on a trip outside England, the law in that country should be followed.

 If possible (we do not have a male member of staff present in school) a search will be

 carried out by the same-sex member of staff and in the presence of a witness (same-sex if

 possible). If we reasonably believe that there is risk that serious harm will be caused to a

 person if the search does not happen immediately and it is not reasonably practical to

 summon another member of staff, a search can take place by an opposite-sex member of

 staff or without a witness present. If a member of staff carries out a search without a

 witness, they must report this immediately to another member of staff and ensure it is

 recorded on CPOMS.

The school will inform the designated safeguard lead and parents after a search has taken place and of the outcome of any item (banned and prohibited) found as a result of the search as well as sanctions, consequences and confiscation. Parental permission does not need to be gained before a search can take place. A record of all searches along with any item found will be kept using CPOMS. A record should include the date, time and location of teh search, who conducted the search, what was being searched for and the reason, any items found and follow up actions and consequences. If the outcome identifies a safeguard concern, our safeguard policy and procedures will be followed. The pupil will be sanctioned in line with our behaviour policy.

School staff can seize any prohibited item found as a result of a search or any item they consider harmful or detrimental to school discipline or as evidence in relation to an offence. Any prohibited items that are confiscated either as a result of our power to search, or as a result of the pupil handing them over voluntarily, will be dealt with in accordance with the DfE guidance, ‘Searching, Screening and Confiscation’ (July 2022). Any item found by a member of staff will either be retained, disposed of, destroyed or handed over to police or to the owner. The school will only retain or return an item, if it does not put any person at risk of harm. If an item can not be disposed of safely, the school will hand it over to the police. The law protects members of staff from any liability for loss or damage to any item they have confiscated, provided they acted lawfully.

Any illegal item, item reasonably suspected to be an offensive weapon or suspected to have been used to commit an offence or is evidence in relation to an offence or is a controlled drug, must be passed onto the police. If the school is unsure whether a substance is a controlled drug, it will be dealt with as if it is. Other substances can be handed to police if the school can not dispose of them safely or if they believe them to be harmful. Tobacco, alcohol, cigarette papers and fireworks will be disposed of. Stolen goods, which are valuable may also be passed onto the police or handed back to the owner. Items of low value may be returned to the owner or disposed of if there is a good reason to do so. Pornagraphoc images will be disposed of unless they are extreme or an indecent image of a child. In which case, they will be handed to the police.

The school can delete files and data on electronic devices, including phones, if there is good reason to do so and are not suspected to be evidence in relation to an offence, for example: it has been used or likely to be used to cause harm, to disrupt teaching or break school rules. This may include: indecent images of children, pornography, abusive messages or images and videos relating to an offense. Data and files found on an electronic device, should not be deleted if it is going to be given to the police (if the school suspects it contains evidence relating to an offence, or is an extreme pornagraphic image or an indecent image of a child). In this case the device should be given to the police as as soon as possible. Members of staff should never intentionally view, copy, print, share, store or save any indecent image of a child. If they believe a device contains these images, they should refer it to the safeguard lead, who will follow our safeguard procedures and policy.

Any complaints about searching will be dealt with in the normal school complaints procedure.

Appendix 1, Section 5.0 discusses this in more detail.

1. **Suspensions and Permanent exclusions**

Suspensions and exclusion will only be used for the most serious incidents or persistent poor behaviour which has not improved following in school sanctions and interventions and in response to serious breaches of school policy, as outlined in Section 8, or to breaches of the law.

 **The Headteacher has sole responsibility to exercise the power to exclude.**

When a decision is made to suspend or permanently exclude a pupil, the school will follow the DfE guidance, ‘Suspensions and Permanent Exclusions from maintained, schools, Academies, and Pupil Referral Units in England, including Pupil movement’, September 2022.

A suspension is the temporary removal of a pupil and can be used to provide a clear signal of what unacceptable behaviour is and to show that their current behaviour puts them at risk from exclusion. This can be for one or more fixed periods for up to 45 days in a school year. A suspension can be for part of a school day. A permanent exclusion when a pupil is not allowed back into school. It is the last resort for a serious breach to the school’s behaviour policy and will only follow where reasonable steps have been taken to avoid excluding the child, and only after a decision has been made that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil, or to others in the school. In both cases, the school will inform the parents, social worker if there is one, governing board and LA, clearly stating the reasons for exclusion. It is the school’s responsibility to provide and mark remote education during a suspension and for the first 5 days of a PE, including making reasonable adjustments for children with SEND.

When suspending or permanently excluding a pupil, the head teacher will apply the civil standard of proof (it is more likely it is true and did happen) and consider the pupil’s views, age, SEND and safeguard concerns.

On return to school, after a suspension or reinstated permanently excluded pupils, the child and parent will be required to attend a reintegration meeting in order for them to reintegrate successfully by helping them to understand the impact of their behaviour and how to meet behaviour expectations in the future, including targeted interventions and possible referrals to multi-agency organisations.

##  Where a pupil is felt to be of serious risk of exclusion, the school will work with the pupil and their parents and (establish a Pastoral Support Programme), putting in measures to improve their behaviour.

Before a pupil’s behaviour leads to permanent exclusion, the school will consider a temporary move to an alternative provision (AP) such as a pupil support unit, which could be another mainstream school for a short period of time.

The Headteacher monitors all suspension cases and potential exclusion cases and seeks support from the Academy Trust and LA in order to limit the likelihood of their occurrence.

8.1 **Managed Moves**

A managed move may, in extreme cases and for the pupil’s best interests, may be used. A managed move initiates a process which leads to the transfer of a pupil to another mainstream school permanently.

1. **Special Educational Needs and Behaviour**

Where a pupil’s behaviour continues to cause concern and there are concerns about possible special education needs, consultation with the parents / carers and the Special Educational Needs Coordinator (SENCo) will take place and, **if deemed appropriate**, a graduated response cycle of plan, deliver and review will be put in place, including the use of school-based assessments, as set out in the Code of Practice for Children with Special Educational Needs[[4]](#footnote-4), will be used. The SENCo, with support from parents, will make referrals to support services and for assessments if necessary.

If a child has an EHCP, we will work with the local authority to meet the provisions set out on the plan and contact them as soon as possible if a child’s behaviour who has an EHCP is causing us a concern or are considering a pupil support unit.

Some behaviours are more likely to be associated with particular types of SEND and these will be considered if a pupil’s behaviour with SEND is causing a concern and seek support and/or additional assessments if required. However, we do understand that not all incidents of mis-behaviour will be connected with their SEND. Reasonable adjustments for pupils with SEND and additional needs will be made as required.

Senior leaders and the SENDCo provide support and ensure that staff are appropriately trained to deal with behaviour associated with particular areas of SEND.

1. **Safeguarding and Behaviour**

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer harm, staff will follow the school’s safeguarding policy and procedures. Any behaviour that is a cause for concern must be reported to the Senior Designated Person (Mrs Helen Ballam), or the alternate Senior Designated Persons (Mrs Cath Jeffery or Mrs Jenny Winser). Necessary support will then be put in place for that child and a multi-agency or early help assessment will be considered. If a member of staff suspects criminal behaviour, it will be assessed as to whether the incident should be reported to the police. These investigations should be fully recorded and evidence preserved. The school can continue to investigate and sanction as long as it does not conflict with police action. If a police report is made, a report to social care should also be made, if appropriate to do so.

The school will cooperate with all safeguard agencies involved with a pupil especially when considering suspension and exclusion.

1. **Bullying**

Any incidents of bullying, including prejudice bullying (including racial, sexism, homophobia, biphobia and transphobia), child-on-child abuse, discrimination, aggression and derogatory language is not acceptable at our school in any form and will be dealt with quickly nd effectively.

Bullying is defined as:

**An action or actions which are carried out over a period of time, by one or more people to hurt, frighten or intimidate another child or group of children, whether based on their race, religion, gender, sexual orientation or not. This may include name-calling, including racist or homophobic names, being kicked, pushed or hit deliberately or threatened in any way. It may also involve having something taken or broken, having work spoilt, being excluded by others, being frightened by someone or being told to do something by someone else against your will. It also includes cyber bullying – bullying via mobile or online (e.g. through email, social networks, and instant messaging services).**

Bullying can be brought to the attention of staff by the victim(s), their friend(s), their parents / carers or other people who are concerned that bullying may be taking place.

There is no single pattern of bullying behaviour, nor is there a stereotype of the perpetrator or the victim.

**11.1 Strategies to Prevent Bullying**

We do all that we can to prevent bullying:

* We give the children opportunities to talk generally about bullying and we raise their awareness through curricular activities (particularly through the Personal, Social, Health and Economic (PSHE) Scheme of Work) and through the ethos of the school.
* We support anti-bullying week yearly.
* We follow a planned, clear and rigorous RSE curriculum and encourage respect for others.
* We teach children the importance of online safety and ensure that they know and understand how to respond to cyber-bullying.
* We monitor those areas of the school where bullying can occur more easily.
* We ensure the children know there are procedures that they can follow if they are bullied, or if they witness bullying, and that they can report bullying to any adult in confidence.
* We listen to parents' concerns about the victims or perpetrators.
* We look for indicators and warning signs.
* We praise co-operative work and non-aggressive behaviour and make reference to effective role models and strategies in order to reinforce positive behaviour.

**11.2 Strategies for Dealing with Bullying, including prejudice incidents.**

Extensive research has shown that perpetrators are often victims too, which can be why they bully. As a result, the emphasis at our school is always on a caring and listening approach to the victim and the perpetrator.

We take accusations of bullying very seriously, and will always follow these up immediately. The following is a list of actions available to staff depending on the perceived seriousness of the situation.

1. Discussions at length with the victim. This will require patience and understanding. A written record of this discussion should be kept and recorded on CPOMS. Acknowledge that the incident has happened, express disapproval and make it clear support will be offered.
2. Identification of the accused perpetrator / perpetrators and any witnesses.
3. Advise the Headteacher of the incident/s in order and discuss whether the class teacher should pursue the matter or pass it to the Headteacher. All discussions and actions will be recorded, and details of these kept by the Headteacher.
4. Discussions with the accused perpetrator and witness/es. It will be made clear that bullying is not acceptable and the reasons why and reinforce the school’s position on discrimination and prejudice if relevant. If the incident is deemed to be prejudice-related, ensure the perpetrator is made aware of why it was. Reinforce that they must tell the truth and support will be offered. A written record of this discussion will be kept by / passed to the Headteacher.
5. We will ensure that both the victim and perpetrator will be given a fair hearing and given the opportunity to fully explain the incident, ensuring privacy and a calm and non-confrontational approach.
6. If appropriate, bring both parties together to give them a chance to be involved in resolving the situation.
7. If at this point the perpetrator / perpetrators own up, then the Headteacher (or class teacher) will:
* Speak separately to the parents of the perpetrator / perpetrators and victim/s.
* We will focus on the perpetrator’s behaviour rather than the person. Issue a verbal warning and an appropriate sanction consistent with our behaviour policy, which may include withdrawal from favoured activities, loss of playtimes, and in more serious cases, exclusion from school. Any sanction issued will take into account any special educational needs or disabilities the pupil has.
* Inform parents of the incident.
* Address any underlying issues which led to this incident, including supporting the perpetrator to deal with any issues they may have.
* Continue monitoring the situation by observing at playtimes / lunchtimes (play will be restricted to the playground) and having regular discussions with the victim to ensure that there is no repetition.
* Meet with the perpetrator after an agreed time to provide opportunities for further support and inform of any further actions. Give them the opportunity to take responsibility for their actions and to take action to try to repair the harm they have caused.
* Support both the victim and the perpetrator in order to stop this happening again, including providing education around bullying and prejudice behavior.
* Ensure all parties know how the incident has been dealt with.
1. If they do not own up, the Headteacher will pursue the matter by holding separate discussions with the parents of the accused perpetrator / perpetrators and victim /s. Further investigations will continue and if the person accused is found to have been bullying then the steps will be followed as outlined in point 5 above.
2. All incidents of bullying behaviour are recorded on CPOMS. This will be used to monitor bullying incidents, including times and locations or incidents, to develop good practice within the school. Repeated incidents of bullying will not be tolerated and students' parents are made aware that the Headteacher will follow the sanction and exclusion policy as outlined in Sections 8 and 9.
3. Victims and parents have the right to refer cases to the police and all parties have the right to appeal to the governing body.
4. **Damage to Property**

Where damage to school property occurs as the result of a deliberate or thoughtless action, the parents of the pupil concerned will be asked to pay for the repair. Pupils are responsible for their own personal property and should not bring valuables or money to school. Theft or damage of one pupil’s property by another will result in both parties' parents being notified in writing. The school does not accept responsibility for pupil’s possessions.

1. **Use of Reasonable Force to Control or Restrain Children**

There are circumstances when it is appropriate to use reasonable force (reasonable in the circumstance and no more force than is needed). The school follows government guidance on use of reasonable force to physically restrain or control a pupil as issued by the DfE in their 2013 guidance document ‘Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies.’ [[5]](#footnote-5)

Members of staff (and those who the headteacher has temporarily put in charge of pupils, e.g. an unpaid volunteer or parent on a school trip) have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property or to maintain good order and discipline, for example:

* To separate pupils fighting
* Remove a disruptive pupil from class if they have refused to follow instructions to leave by themselves.
* Prevent a pupil from behaving in such a way that will disrupt a school event
* Prevent a pupil from leaving the classroom, if leaving would risk their safety or lead to behaviour which will disrupt the behaviour of others
* Prevent a pupil attacking a member of staff or another pupil
* To prevent a pupil from harming themselves in a physical outburst.
* To search for prohibited items such as knives, alcohol or stolen items (see section on searching and confiscation)

Parental consent is not required to use reasonable force. Although school staff should always try to avoid acting in a way that might cause injury, in extreme cases, this may not always be possible.

The decision to physically intervene or not is down to the professional judgement of the member of staff. The headteacher should make a decision whether members of staff need additional training in order to enable them to carry out their duties, taking into account the pupils currently attending the school. When deciding whether to physically intervene, members of staff should consider the level of risk at the time of the incident, the degree of force used, the effect on the pupil and staff and the child’s age, SEND and health and medical needs.

We will only use force if no other option is available (as a last resort). Before restraint is used, we will use strategies such as: talking to the pupil, making it clear what will happen if they do not follow our instructions or removing the class first. If a child is at risk of restraint needing to be used, we will work with the parents and pupil to devise a behaviour plan which outlines strategies used to reduce the expected need to use force and work with agencies such as SES (Specialist Education Support). Reasonable adjustments will be made for children with a disability or with SEN, putting in plans and strategies to reduce the need or likelihood that reasonable force will need to be used.

Reasonable force can be used to prevent a pupil from hurting themselves or others; from damaging property or from causing disorder,

Force can not be used as a punishment.

Physical contact at our school is used (other than for reasonable force) when holding a child’s hand to lead them, to comfort a distressed pupil, to praise or congratulate a pupil, to demonstrate how to play a musical instrument or to demonstrate an exercise or technique in PE and to give first aid.

If a member of staff has used force lawfully (as set out in this policy), this will provide the defence of any criminal prosecution, if there are any complaints made against them. Suspension must not be an automatic response but considered carefully if this action is warranted before the allegation is resolved or the decision has been made by the governing body to take disciplinary action. A speedy and thorough investigation should be carried out. We will refer to, ‘Dealings with Allegations of Abuse Against Teachers and Other Staff’ in this situation.

If a pupil behaves in a way which may cause them to injure themselves or others, or cause damage to property, or compromise good order discipline, then all teachers at the school and Classroom Assistants who have been employed to work specifically with children who have been identified as having special needs are authorised to reasonable force to restrain or control.

Use of reasonable force at our school is minimal. In the past it has largely been related to the necessity to remove a child whose disruptive behaviour is having an impact on their own safety and / or the safety and / or learning of other children in the class, and is used to allow the child to calm themselves.

We will always explain the need to remove a child from the class as a consequence of the child’s behaviour **before** it is carried out in order to give them an opportunity to take some responsibility for their current behaviour and respond positively to choice. If however a child is unable or unwilling to address their disruptive behaviour the child will be sent or taken to another classroom or quiet place under supervision. Use of reasonable force or restraint may be considered necessary in only the most extreme circumstances, for example when it is impossible to move the rest of the class to a safe place to continue their learning, or we feel that safety of the child or others is compromised. In such cases this will only be carried out by staff trained and authorised to do so.

Where force or restraint is used, an incident report will be completed and parents informed. A log of when restraint is used is kept in the school’s locked safeguard cupboard.

1. **Equal Opportunities**

It is an expectation that every member of the school should be treated fairly and consistently within the rules of this policy document irrespective of their gender, race, nationality, sexual orientation, creed, ability or special educational need. The school will follow national policy guidance from the DfE and Local Authority advice on this matter.

1. **Working with Other Agencies**

Where appropriate the Headteacher and staff will work with other outside agencies in order to ensure that we achieve the aims of our behaviour policy, for example, MASH and SES.

1. **Policy Monitoring, Evaluation and Review**

The Governing Body has a duty under Section 175 of the Education Act 2002, requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children, and they have a general duty to eliminate discrimination under Section 149 of the Equality Act 2010. As a result of this duty behaviour incidents and discipline are reviewed at every full Governing Body meeting.

 The school records (CPOMS), monitors, and reports to governors, behaviour incident data,

 attendance data, number of permanent exclusions and suspensions, use of alternative

 provision, off-site direction and managed moves as well as incidents of searching, screening

 and confiscation.

In addition, the effectiveness of this policy and the policy itself is reviewed annually by the Personnel Committee and ratified by the whole Governing Body, and updated versions made available for staff, parents and pupils.

**Appendix 1: Key Points from the DfE guidance ‘Behaviour and Discipline in Schools: Advice for Headteachers and School Staff**

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school, and in some circumstances outside of school.

The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with the responsibility for pupils, such as teaching assistants.

The headteacher is required to set out measures in the behaviour policy which aim to:

* secure acceptable standards of behaviour
* set high expectations of pupils’ conduct and behaviour
* support all staff in managing pupil behaviour
* Deal with any incidents of bullying, discrimination, agression and derogratory language quickly and effectively
* Ensure pupils’ behaviour does not disrupt teaching, learning or school routines
* Create a safe environment in which bullying, physical threats or abuse and intimidation is not tolerated and where pupils are and feel safe and everyone is treated respectfully
1. **Teachers Powers**
* Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
* Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
* Teachers can also discipline pupils for misbehaviour outside school
* Teachers have a specific legal power to impose detention outside school hours.
* Teachers can confiscate pupils’ property.

## Sanctions – what the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful, the punishment (including detentions) must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
3. It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

Sanctions must be reasonable and proportionate in the circumstances, and take account of the pupil’s age, any special educational needs or disability they may have, and any religious requirements affecting them.

## Corporal punishment is illegal in all circumstances.

* 1. **Pupils’ Conduct Outside The School Gates – Teachers’ Powers What the law allows:**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers a specific statutory power to regulate pupils’ behaviour in these circumstances “to such extent as is reasonable.”

The school’s behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.

Subject to the school’s behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

* taking part in any school-organised or school-related activity,
* travelling to or from school,
* wearing school uniform or in some other way identifiable as a pupil at the school,
* or is misbehaving at any time, whether or not the conditions above apply, in such a way that their behaviour:
	+ could have repercussions for the orderly running of the school,
	+ poses a threat to another pupil or member of the public, or
	+ could adversely affect the reputation of the school.
1. **Detention – what the law allows**

Teachers have a legal power to put pupils (**aged under 18**) in detention, and schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

Teachers do not need to give 24 hours notice before a detention can take place. While we do not use detention outside normal school hours, the times outside normal school hours when detention can be given (the ‘permitted day of detention’) include:

* any school day where the pupil does not have permission to be absent;
* weekends - except the weekend preceding or following the half term break;
* non-teaching days – usually referred to as ‘training days’

The head teacher can decide which members of staff can put pupils in detention.

## 4.1 Matters schools should consider when imposing detentions

Parental consent is not required for detentions.

The school must act reasonably when imposing a detention as with any disciplinary penalty. In addition, when deciding the timing, the teacher should consider whether suitable travel arrangements can be made by the parent for the pupil. It does not matter if making these arrangements is inconvenient.

With lunchtime detentions, schools should allow reasonable time for the pupil to eat, drink and use the toilet.

##  Confiscation of Inappropriate Items - What the law allows

There are two sets of legal provisions which enable school staff to confiscate items from pupils, the general power to discipline and the power to search without consent which were described in Section 8.5. The document ‘Screening, Searching and Confiscation: advice for headteachers, school staff and governing bodies’ (DfE, 2014) clearly describes what the law allows the school to do in more detail, and can be found at <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

## Power to use Reasonable Force

## The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Separate advice is available in ‘Use of Reasonable Force: advice for Headteachers, Staff and Governing Bodies and can be found at: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## 7.0 Other useful links

**Exclusions Guidance**

https://www.gov.uk/government/publications/school-exclusion

**Safeguarding Guidance**

https://www.gov.uk/schools-colleges-childrens-services/safeguarding-children

1. https://www.gov.uk/bullying-at-school [↑](#footnote-ref-1)
2. This document can be found at: https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools [↑](#footnote-ref-2)
3. DfEs, July 2013, Behaviour and Discipline in Schools: advice for Headteachers, School Staff and Governors (updated September 2022) [↑](#footnote-ref-3)
4. For pupils whose SEN were identified before September 2014 the code of practice can be found here: <https://www.gov.uk/government/publications/special-educational-needs-sen-code-of-practice> and for pupils whose SEN were identified after September 2014 the code of practice can be found here: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 [↑](#footnote-ref-4)
5. This document can be found at: https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools [↑](#footnote-ref-5)