



# **Beeston Primary School**

## **Behaviour Policy/Attitudes to Learning Policy**

<b>POLICY</b>	<b>Behaviour Policy</b>
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### 1. Aims

This policy aims to:

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

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

### **3. Definitions (eg misbehaviour, serious misbehaviour as defined by your school's policy...)**

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- *Displaying a poor attitude towards peers and adults*

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Physical behaviour such as interfering with clothes
- Any form of sexual abuse be it emotional or physical

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are include:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items

- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

#### 4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) <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>
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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy, which can be found on the schools website - [Microsoft Word - Example secondary school anti-bullying policy.docx \(nxedge.io\)](https://www.nxedge.io/documents/secondary-school-anti-bullying-policy.docx)

#### Anti-Bullying Procedures

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly

## **Staff Responsibilities**

- To read and understand the policy and their responsibilities
- To implement procedures to confront bullying in any form
- To teach children to stand up themselves and each other ( be an upstander ) and not stand by (be a bystander)
- To support and enable pupils to resolve friendship problems and low-level behaviour without adult intervention
- To investigate incidents promptly and as fully as possible
- To listen to all parties involved in incidents
- To take appropriate action or to refer to the Leadership Team as appropriate
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To implement appropriate procedures for a member of staff
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To record the incident on CPOMS
- To record as a Prejudiced Related Incident if appropriate
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values our school believes in from our intent statement

## **Anti Bullying Strategies**

- Regular promotion of anti-bullying in assemblies.
- A duty rota for staff so they patrol key areas before school, break, lunchtime and after school
- Annual questionnaires to research student views on how safe they feel in school
- Anti-bullying training for all staff
- PSHE lessons on anti-bullying
- Strong teacher-student relationships so students feel comfortable in reporting any issues
- Information talks from the School Police Liaison Officer
- CEOP training for staff (Child exploitation online protection)
- Information leaflet for students and parents about E-Safety
- Signposting displays – Childline / CEOP numbers available

## **Anti-bullying advice for pupils**

All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:

- Above all always tell someone. Alert an adult in school to any concerns
- Talk to your friends about the situation
- Adults will usually need to intervene to stop bullying behaviour

- All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.
- Pupils (if you have been bullied) If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support to inform an adult
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Do not delete evidence of online bullying as it can be used as evidence
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you — and we can make sure you are safe

### **Anti-bullying advice to Parents / Carers**

- Parent/ carers must inform us if they think their child or another child is being bullied, or is a bully, DON'T STAY SILENT
- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use of texting, Facebook, Twitter and other social media sites. Access to these is out of the school's control when your child is not in school
- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say
- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- If your child is a victim assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

**REMEMBER – IT IS NOT YOUR CHILD'S FAULT**

### **Headteacher Responsibilities**

Reports of bullying and prejudiced based incidents will be made by the Head teacher / Senior Teacher to the governing body, with all racist incidents reported to Norfolk County Council as part of their data collection and analysis across the county's schools.

## **5. Roles and responsibilities**

### **5.1 The Trust Board, Review Board and School Improvement Board**

The Review Board/School Improvement Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher(s) to account for its implementation.

### **5.2 The headteacher/head of school/Executive Headteacher**

The headteacher/head of school/Executive Headteacher is responsible for:

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

### **5.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

### **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, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## 5.5 Pupils

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

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

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

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

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

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

## 6. School behaviour curriculum

Beeston Primary School's behaviour curriculum is designed to enable children:

- To create a happy, safe and secure environment
- To work together positively to promote good behaviour
- To ensure that everyone feels valued and respected
- To promote self-esteem and develop self-confidence

<b>CHILDREN</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps self and others safe To be respectful to school property and that of others
To learn	To attend school regularly To be willing to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
<b>STAFF</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way which keeps self and others safe
To be supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To be listened to	To listen to others
To share opinions	To give opinions in a constructive manner
To be treated courteously by all others in the school community	To model courteous behaviour To recognize and acknowledge positive behaviour in others
To be made fully aware of the school's systems, policies and expectations	To seek information and use lines of communication
To receive appropriate training to increase skills in promoting positive behaviour	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own skills which could be developed

	To try new approaches
<b>PARENTS</b>	
<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully towards others
To be kept informed about their child's progress	To make sure their child attends school regularly and is on time and fully prepared To talk to their child about what he/she does in school To talk to teachers if they have any concerns about their child's learning and wellbeing
To be listened to	To listen to others
To have access to information on the school's approach to behaviour and attendance	To absorb information and share concerns
To have concerns taken seriously	To share concerns constructively

- The rights and responsibilities will be reviewed regularly and the School will ensure that new children are taught them and have a voice in devising a set for the School. These will form part of a 'Home/School Agreement' signed by the parents. This contract will be referred to if a problem arises with a child's behaviour or conduct at the School.
- *Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum*

### 6.1 Mobile phones

Children are discouraged from bringing mobile phones into school, due to their age there are very few who have access to a phone. If they do, a DSL will contact the parents to discuss the reasons to ensure the child is safe. Parents are encouraged to not use mobile phones when on school sites. Before school events parents are reminded by a senior leader to not take photos or videos of children but of only their child due to safeguarding protocols.

## 7. Responding to behaviour

The schools adopt an approach of positive praise and we follow the Norfolk STEPS approach and ethos

“**Norfolk Steps** has been supporting schools to promote positive behaviour through its evidence-based principles for 13 years. The new programme will ensure your school is able to develop a **whole-school approach to inclusion**, from the accurate identification of pupil needs, policy development, **high-quality planning for positive behaviours**, and **practical approaches to de-escalation**. It will ensure that all staff can **support pupils to effectively self-regulate, reducing the need for restrictive physical intervention**. Where RPI is required, staff can use this safely and with confidence, providing follow-up restorative support and reviewing risk assessments to prevent/reduce reoccurrences.”

[Norfolk Steps | Norfolk Services for Schools](#)

### 7.1 Classroom management

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

This includes but is not limited to:

- Positive behaviour will be celebrated and rewarded by using a range of strategies including praise,
- Each teacher will give their class the opportunity to earn a class reward. This may be in the form of marbles in a jar or something similar – a marble given when the class follow the rules. When the jar is full the teacher will organise a reward for the class.
- All children start the day with their name on the happy face. If children are demonstrating unwanted behaviour or attitude they are issued with a quiet warning about the improvements they need to make to prevent going on the sad face. If the behaviour continues their name moves to the sad face and they miss 5 minutes of play time. After the child has missed their 5 minutes of play time their name moves back to the happy face. In KS1 children also have the opportunity to earn their place on the gold star to reward consistent positive behaviour. When a child reaches the gold star a certificate is sent home informing parents/carers of their child’s achievement. The child also receives a sticker/dojo from their class teacher.
- Staff members will set a positive example by behaving in a respectful manner at all times. This will encourage and foster an atmosphere where children and adults respect and value one another and treat each other with respect and care.
- Staff will encourage children to resolve conflicts by discussion and negotiation.
- Beeston Primary School operates a strict policy of **no shouting** at the children.

### 7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information.

### **7.3 Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Positive behaviour will be celebrated and rewarded by using a range of strategies including praise, encouragement, stickers, certificates or prizes.
- Each teacher will give their class the opportunity to earn a class reward. This may be in the form of marbles in a jar or something similar – a marble given when the class follow the rules. When the jar is full the teacher will organise a reward for the class.

#### **Housepoints**

- Every child is in a house team.
- We attempt to put siblings in the same houses where possible.
- Housepoints are awarded for good work.
- A housepoint is awarded for being on silver at the end of the day.
- Two housepoints and a marble/bean are awarded for being on gold at the end of the day.
- When children have collected 25 housepoints they receive their bronze award.
- Children collect a further 50 housepoints for a silver award.
- Finally, children collect an additional 100 housepoints for their gold award.
- Platinum award, a further 100 housepoints.
- Every week in assembly, housepoints to be announced – points for the week and running total.

### **7.4 Responding to misbehaviour**

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

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

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Children exhibiting negative or aggressive behaviour will be dealt with in a calm but firm manner and asked to calm down and stop the behaviour giving cause for concern. Staff will attempt to divert children's attention by offering them alternative options.

- When negative behaviour occurs, members of staff will listen to the child or children concerned to identify their reasons for the poor behaviour. Staff will explain to the child or children why their behaviour was wrong and the consequences for themselves and other people involved in the incident.
- When dealing with negative behaviour, staff will always remain calm and in control. Children must not be pulled, pushed or physically restrained in anyway unless they are posing a danger to themselves or others. If physical restraint is used staff must complete a report on CPOMS. If a child needs some time out a suitable space will be found within the classroom. The child will also visit the Executive Headteacher or member of SLT to discuss their behaviour and parents will then be informed.
- An individual behaviour plan will be written by the class teacher and SENDCo if a child needs extra support to manage their behaviour during the school day. This plan will be written in conjunction with parents/carers. All staff at the school will be made aware of any behaviour plan that has been written.
- The Executive Headteacher or SLT must be informed if a child continually demonstrates unwanted behaviour. If the poor continuous behaviour is repeated, further strategies may need to be implemented in accordance with the Suspensions and Exclusions policy.
- Where wilful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given. Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any damage to reduce/avoid costs. Where this is not possible or appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/carers for payment. Any ongoing or significant incidents of damage will be reported to the Police.

#### **Lunchtime**

- At lunchtime the whole school is given the opportunity to work towards a reward. This may be in the form of marbles in a jar or something similar – a marble given when the school follow the lunchtime rules. When the jar is full the Senior MSA will organise a reward for the school.
- If a child demonstrates unwanted behaviour in the dinner hall they will be asked to stay in the hall for up to five minutes whilst the rest of the children go out to play.
- If a child demonstrates unwanted behaviour outside they will be asked to stay with an adult for up to five minutes whilst the rest of the children play.

#### **7.5 Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff are trained in Step-On, through the Norfolk STEPS approach. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## 7.6 Searching and confiscation

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

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher/head of school/executive headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the appropriate key stage lead/ designated safeguarding lead (or deputy) to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

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

### **Searching pupils’ possessions**

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

- Desks
- Lockers
- Bags

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

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

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

## **Informing the designated safeguarding lead (DSL)**

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

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

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

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

## **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, 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 information about the role of the appropriate adult).

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

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

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

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **Screening**

This process is not used currently at Beeston Primary School

## **7.7 Off-site misbehaviour**

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

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

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

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

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

## **7.8 Online misbehaviour**

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

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

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

## **7.9 Suspected criminal behaviour**

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

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

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

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

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

## **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

If a child continues to breach the schools code of conduct the following sanctions may be put in place to support the recognition of negative behaviour choices and to help identify any route causes and learning.

### **8.1 loss of play/lunchtime**

A child may lose up to 5 mins of a play or lunchtime to ensure a restorative conversation takes place so the child recognises the choice of behaviour and its impact on others

### **8.2 Removal from classrooms**

If consistent breaches require this- the child will be referred to a member of SLT with the outline of integrating back into the classroom- The class teacher would inform parents of this action. The member of may suggest the teacher writes a behaviour support plan to highlight the key areas and focus the child on strengths and how they can make changes.

### **8.3 Suspension and permanent exclusion**

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 Executive Headteacher and only as a last resort.

Please refer to our UET Suspensions and Exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

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

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD, speech and language
- Use of separation spaces / safe zones (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Use of a trusted adult to support choices of behaviour and recognition
- Behaviour Support plan to direct explicit support and targets to help behaviour choices

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

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. A variety of support is used, this includes but is not limited to:

- Reintegration meetings
- Daily contact with a trusted adult
- A behaviour support plan with personalised behaviour goals
- A restorative conversation led by an adult

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

### **11.2 Preparing outgoing pupils for transition**

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

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

## **12. Training**

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

- The proper use of restraint in accordance with Norfolk STEPs training
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- SEN and BSP to support children and acknowledge their differences
- Safeguarding protocols and training yearly to highlight specific behaviours and report as per the school reporting system (CPOMS)

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

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

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed at regular Review Board/School Improvement Board meetings.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Executive Headteacher and Trust Board Standards Committee annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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

This behaviour policy is linked to the following policies:

- UET Suspensions and Exclusions policy
- Child protection and safeguarding policy
- UET Anti-Bullying Policy