



Stoke by Nayland C of E Primary School

Behaviour Policy

Approved by:	<i>Local Governing Body</i>
Date approved:	
Review date:	<i>Spring 2026</i>



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Behaviour Policy Principles

Stoke by Nayland C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to our school rules of being: **'Ready to learn, kind and safe.'** At Stoke by Nayland C of E Primary School pupils and staff have the right to learn and teach in an environment that is safe, respectful, peaceful, fair and forgiving.

The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

Vision

Stoke by Nayland C of E Primary School is a caring, Church of England school, whose values are built firmly on a Christian foundation. We have an expectation that children and adults will behave with mutual respect and kindness towards one another and engender a trust that will lead to positive relationships. We also believe that children need to take responsibility for their behaviour and the choices they make.

The school's Behaviour Policy reflects our **Christian vision**:

As a church school our school vision is deeply rooted in Christian narrative, the story of the Good Shepherd (John 10) and the Parable of The Lost Sheep (Luke 15, Matthew 18). The story encapsulates perfectly what we think is special about our school – just as the Shepherd gives his all to secure the safety of every last sheep and helps them to thrive, so our staff give their all to create a safe and loving environment for every child so that they can be the best that they can be. We prepare our children to go out into the world equipped with everything that is good for the good of all. We are an inclusive school, welcoming all children with respect, understanding and dignity. We have a duty of care to the children and will demonstrate the compassion and understanding that allows all children and adults within our school family and local community to flourish. In the context of this policy, this means that we aim to provide a safe and secure environment, in which children's individual needs are catered for and supported. It also means that we endeavour to provide children with the knowledge and skills they need to keep themselves safe. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children.

'May the God of peace.. that great Shepherd of sheep, equip you with everything good for doing his will' Hebrews 13:20-21

At Stoke by Nayland, we educate the whole child - their heart and mind. Our children become learners for life through the rich curriculum we provide that builds on the talents of every individual to ensure they reach their full potential, as God intended. Our children will be the best that they can be, reaching their full potential academically, socially, emotionally and spiritually. At Stoke by Nayland, we know that learning takes patience, courage and

resilience. We know that learning is a journey and that all of us make mistakes as part of that journey.

*We recognise that our children are individuals and sometimes need a personalised approach to enable them to experience success. We know that children thrive academically when they feel safe and secure. We base all our learning on our school values of **Love, Courage, Compassion and Truth**.*

We are an inclusive school, welcoming all children with respect, understanding and dignity. We have a duty of care to the children and will demonstrate the compassion and understanding that allows all children to flourish. In the context of this policy, this means that we aim to provide a safe and welcoming environment, underpinned by a culture of praise and positivity. This includes providing appropriate love, care, support and guidance to all pupils, including those involved in incidents of misbehaviour. We recognise the moral and statutory responsibility placed on all staff to safeguard and promote the welfare of all children.

Values

The school promotes strongly our Christian values and our caring ethos through collective worship, class displays, regular rewards. Teaching children about the school's Christian values is one of the main ways that we promote positive behaviour and prevent poor behaviour from occurring. When dealing with incidents of misbehaviour, staff members routinely refer to the school's Christian values and high expectations of behaviour. These Christian Values underpin all our interactions with children and our decisions about how to deal with misbehaviour. Our core Christian values are **Love, Courage, Compassion and Truth**. In the context of this policy, the value of **Compassion** is of particular importance.

Jesus showed kindness, mercy and compassion, and the love of God for everyone. At Stoke by Nayland we aim to treat others how we would like to be treated, show empathy in a wide range of circumstances and help people so they feel cared for, just as God cares for us.

'Clothe yourselves with compassion, kindness, humility, gentleness and patience'. Colossians 3:12

We believe that:

- Everyone is unique and of equal value
- All children without exception have the right to protection from abuse regardless of gender, ethnicity, disability, sexuality or beliefs
- No child or group of children will be treated any less favourably than others in being able to access services, which meet their individual needs

Links with other school policies

- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- RSHE Policy
- SEND Policy

Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice

In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014

Aim of the behaviour policy

- To provide a safe, comfortable and caring environment where optimum learning can take place
- To provide clear guidance for children, staff and parents on expected levels of behaviour
- For adults to use a calm, consistent approach and language to promote positive behaviour
- Teach appropriate behaviour through explicit teaching and positive intervention
- Give children strategies and language to help them to manage their behaviour
- Promote self-esteem and self-discipline
- To foster the belief that there are no 'bad' children, just 'bad choices'
- For all adults in school to take responsibility for pupils' behaviour and follow this up personally
- Use restorative approaches instead of punishments

Responsibilities

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

All staff members are responsible for dealing with minor incidents of misbehaviour in and around school. A staff member will refer to the Senior Leadership team and ultimately to the Headteacher if they judge an incident to be severe. Teachers and Teaching Assistants keep records of behaviour on CPOMS. Staff members must record if parents were contacted in relation to an incident and ways in which incidents were followed up. When recording, it is important to give sufficient detail that incidents can be analysed for patterns of misbehaviour in order to aid prevention. This means that staff members should record relevant details, such as:

- the initials or first names of all pupils involved;
- where the incident took place;
- the context, including what was happening when the incident took place;
- any identified triggers.

Teachers will devise and agree classroom rules with the children and all adults will refer to these in discussions about behaviour.

All adults in school will:

- Take time to welcome pupils positively at the start of the day
- Get to know the children well, work hard to build mutual understanding and respect and develop positive relationships with all pupils
- Promote, through example, honesty and respectfulness
- Demonstrate unconditional care and compassion
- Provide a caring and effective learning environment with realistic expectations to promote positive learning behaviour
- Encourage relationships based on kindness, respect and understanding of the needs of others
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Deliberately catch pupils doing the right thing and praise them in front of others
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to the school rules of being **READY to learn, Kind and SAFE**
- Support children to develop their learning behaviours by referring to our '**Big Ideas for Learning Behaviour**' – **FOCUS, PERSEVERE** and **REFLECT**
- Use the language of our school and classroom rules and the '**Big Ideas for Learning Behaviour**' for consistency throughout the school
- Practice and model forgiveness, giving opportunities for pupils to make a fresh start when appropriate
- Remain calm and model the behaviours we would like to see in children
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contributions of all
- Make reasonable attempts to prevent incidents by trying to understand patterns and triggers and by getting to know the pupils in our care.

Pupils will:

- Contribute to discussions about rules and behaviour in lessons and agree to classroom rules
- Follow the school and classroom rules
- Model good behaviour to other children
- Reinforce good behaviour by recognising when their peers have followed rules or demonstrated the school's values, for example in discussions in PSHE
- Practice reconciliation and forgiveness, for example by contributing to the resolution of a behaviour issue by discussing an incident afterwards.

Senior Leaders will:

- Have a visible presence around the school
- Regularly celebrate pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/postcards and certificates/stickers
- Ensure staff training needs are identified and targeted

- Monitor behaviour records, assessments and observations to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours
- The Headteacher has responsibility for excluding pupils for serious or persistent breaches of school rules

Parents are expected to:

- Work in partnership with the school, building positive relationships and communication, so that children receive consistent messages about behaviour at home and school
- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

The Local Governing Body:

The Local Governing Body is responsible for reviewing and approving the Behaviour Policy in conjunction with the Headteacher. Governors will support senior leaders in monitoring the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher has the day-to-day authority to implement the Behaviour Policy. However, The Headteacher must take the views of Governors into account when making decisions about matters of behaviour.

The governors should follow the normal grievance procedure in cases of complaint. The Pupil Discipline Committee will be convened to consider representations from parents in relation to fixed term exclusions. Also, the Headteacher will convene the Pupil Discipline Committee of the Governing Body to consider the appropriateness of any permanent exclusion or where a pupil is denied the chance to take a public examination. The Pupil Discipline Committee will then review the school's Behaviour Policy and make recommendations on changes to the Governing Body.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to engaging pupils, leading to good behaviour. It follows that lessons must have clear objectives, linked to the 'Big Ideas' in the curriculum, that are understood by the children. Lessons should be planned, structured and supported in order to meet the needs of children of different abilities. Marking and assessment are used both as supportive activity, providing feedback to children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. As part of this process, pupils are routinely asked to reflect on their own learning and to demonstrate their learning by answering a review question. Lessons are planned to support children's learning behaviour and offer them a wide variety of opportunities to engage fully and effectively within lessons. Within lessons, staff members will refer to the 'Big Ideas for Learning Behaviour' in order to

reinforce behaviours that contribute positively to learning (FOCUS, PERSEVERE and REFLECT).

Teachers use resources, materials and programmes that support the children in developing their aspirations and help them to take responsibility for their own learning, achievements and behaviour. For example, children are taught about learning behaviour explicitly in lessons. Personal, Social and Health Education (PSHE) includes work on safety, friendship, bullying, school safety mapping and social behaviour. This may be complemented by elements of programmes that develop emotional wellbeing, resilience, leadership skills and personal responsibility, such as: 'The Zones of Regulation' (Leah Kuypers 2011) Pupils' behaviour is also linked explicitly to the school's Christian values through collective worship.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms are organised to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Teachers exercise their professional judgement in deciding how furniture and resources should be arranged to meet the needs of the children in their classroom. The way the classroom is organised may be changed by the teacher to meet these needs as they reflect on the pupils and successful strategies. Displays help develop self-esteem through demonstrating the value of an individual's contribution, and overall the classroom will provide a welcoming environment. Classrooms have displays that promote and reward good learning behaviour, which may be made interactive by pupils identifying examples of others' positive behaviour using post-it notes.

Teaching methods encourage enthusiasm and active participation for all. Teachers make expectations of conduct and learning behaviour clear through devising class rules with the children. Lessons and the environment are planned to encourage active listening, for example through arrangements of furniture, appropriate time spent on whole-class teaching and effective questioning techniques that promote participation. Lessons develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise is used to encourage good behaviour as well as good work. Children are taught explicitly about developing leadership and 'growth mind-sets' to assist them in approaching school and relationships positively.

Situations are handled sensitively and dealt with in a way appropriate to the situation. Staff members are strongly discouraged from using loudly raised voices or shouting.

Teachers maintain records of incidents on CPOMS. Written accounts of serious incidents include antecedents in order to identify triggers and causes of misbehaviour. When pupils

transfer to new classes at the end of the academic year, teachers hold transition meetings at which they discuss pupils' needs, triggers and patterns of behaviour. However, it is important that pupils begin each year with a fresh start and an opportunity to succeed without pre-judgement or lowered expectations. In addition to behaviour logs, teachers may use tick-sheets and checklists to record the frequency of different types of misbehaviour. This helps to identify patterns of behaviour and identify triggers and may support referrals to external agencies. If teachers judge that pupils' behaviour poses a serious risk of injury to themselves or others, teachers will produce a risk assessment, which includes possible triggers and strategies for de-escalation. Teachers use their own professional judgement to decide what is recorded and whether an incident should be referred to the Senior Leadership Team.

Rewards may include:

- Verbal praise from staff for individuals, groups or classes of children
- Non – verbal signals
- Positive comments within books
- Giving children responsibilities
- Lunchtime stickers for particular behaviours – e.g. sharing, tidying, table manners
- Individual stickers
- Headteacher's awards
- Positive notes home for children to share with parents
- Table or class points
- Behaviour merits awarded weekly
- Celebration assemblies used to share successes within and outside of school
- Positive learning behaviour rewards within classrooms, such as moving towards a target on a learning behaviour display
- Values certificates given to children who model effective Christian values
- Learning Behaviour certificates
- Postcards home
- Good Shepherd stickers and certificates

Behaviour Language and Pathway

At Stoke by Nayland, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. The use of common language enables pupils to recognise and take responsibility for their own behaviour and their learning. Staff members and pupils are encouraged to refer to the language of:

- Any agreed classroom rules
- The general school rules of being **READY to learn, KIND and SAFE**
- 'Big Ideas for Learning Behaviour' – **FOCUS, PERSEVERE and REFLECT**

The 'behaviour pathway' is summarised in each classroom. When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and

consistently. It is important to continue to reward and encourage the child for their good behaviour. The child will be given the choice after each sanction to conform. This encourages the child to take responsibility for his/her own behaviour. For those children who choose not to follow our school rules, the following consequences are carried out in order unless the misdemeanour is severe and therefore stages can be missed out.

The **Behaviour Pathway** follows this progression:

Non-verbal cues/gentle approach

Reminder

Warning

Consequence

For serious or persistent misbehaviour, a child may be sent to a senior leader, who will use their discretion with regard to further consequences, e.g. exclusion

Follow up, repair, restore conversation

Staff members will exercise professional judgement with regard to informing parents of pupils' misbehaviour. It is good practice to inform parents of serious or persistent misbehaviour. However, this should be balanced against the extent to which the matter has been effectively managed and resolved in school. If parents are informed, this must be recorded on CPOMS.

1. **Non-verbal cues/gentle approach** – e.g. use of child's name, reference to expected learning behaviours, child level, eye contact, deliver message

2. **Reminder**

Language may include:

I noticed you chose to (noticed behaviour)

This breaks our school rule of.....

This is a REMINDER that we need to be (Ready, Respectful, Safe)

You now have the chance to make a better choice.

Thank you for listening.

Are you making the right choice?

3. **Warning**

Language may include:

I noticed you chose to (noticed behaviour)

This is a WARNING as it is the second time I have spoken to you.

If you choose to break the rules again you leave me no choice but to ask you to leave the room/miss some of your playtime.

Do you remember when (Model of previous good behaviour)? that is the behaviour I expect from you.

I know that you can make good choices. Thank you for listening.

4. **Consequence**

Language may include:

I noticed you chose to (noticed behaviour). There is now a CONSEQUENCE for your behaviour. You need to have some time in another class/miss some of your playtime. I will come and speak to you at the end of the session.

5. Follow up, Repair, Restore

Whether a behaviour incident occurs in class or during break times, there should always be a follow up conversation based on the principles: **follow up, repair, restore**. This may include questions like:

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since? How are you feeling now?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?
7. How can we do things differently next time?

Staff members exercise their professional judgement in adapting the contents and sequence of the Behaviour Pathway to meet the needs of the pupils involved. While aiming to be generally consistent in the application of the principle of the Behaviour Pathway's progression, reasonable adjustments may need to be made to take account of a child's age, personal circumstances or Special Educational Needs or Disability (SEND). Staff members will be mindful of individuals' needs and may write an individual risk assessment and behaviour plan as necessary.

Staff members may address misbehaviour during a child's 'own' time, such as break time or lunch time, when they decide it is appropriate to do so. Teachers have a legal power to put pupils under 18 in 'detention'. Parental consent is not required for keeping children in at break time or lunch time. Staff members must act reasonably. For example, pupils should be allowed a reasonable time for eating, drinking and use of the toilet. Teachers use their professional judgement and consider pupils' age and level of understanding when deciding how long a pupil should be kept in for.

A senior leader may decide that a child's serious misbehaviour warrants separation from their peers during lesson time. Staff members will use their discretion to decide how long this should be for, carefully considering that consequences should be proportionate to the misbehaviour. This is not considered to be an 'exclusion' but an opportunity for reflection and reconciliation.

If misbehaviour is serious, persistent or a child does not appear to be responding to appropriate sanctions, parents will be informed by the class teacher in a timely fashion. This could be face-to-face or by phone.

As a church school, we encourage children to be sorry and seek forgiveness for any hurt they may cause to others. Where appropriate, it is an expectation that a child who has caused upset to another person should say, 'sorry,' or write a sorry note expressing their error and asking for forgiveness, and in return the receiver should forgive and the error be written off. As far as practicable, each day is a new start. If a misdemeanour occurs towards

the end of the day, the parent will be informed and the child may be asked to write a sorry note that evening to bring into school the next day. School staff will decide whether it is appropriate for further action will be taken the next day.

It is important that the sanction is not out of proportion to the offence. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where poor behaviour is persistent, it may be necessary to instigate an individual behaviour plan.

Time to discuss issues with the children is important and may take place during PSHE lessons or collective worship. These sessions give the opportunity to reinforce expectations of behaviour and respect throughout the school.

Inclusion, SEND and Pastoral Support

Some children find it difficult to behave appropriately in all situations. This may be because of Adverse Childhood Experiences (ACES) or Special Educational Needs or Disability (SEND). For example, a pupil with Autism Spectrum Disorder (ASD) may have difficulty in understanding social clues or language or a pupil may display emotionally dysregulated behaviour. Where appropriate, specific behavioural targets are written into a pupil's Additional Support Plan (ASP). Where poor or dangerous behaviour is known and predictable, a safety risk assessment and/or behaviour plan may be introduced. These are shared with parents when initiated or amended. The Special Educational Needs and Disability Co-ordinator (SENDCo) will liaise with external agencies, such as Educational Psychologists and speech therapists, as required to meet the needs of pupils with SEND. Stoke by Nayland is an inclusive school and we offer extra support to those children who need it, so that they can participate in school life. Staff members make reasonable adjustments in order to enable all pupils to access school.

Following a behaviour incident, both the victim and the perpetrator of poor behaviour may receive relevant support, such as working in a social group or one-to-one work on understanding emotions, in order to improve behaviour, develop social skills and prevent an incident from re-occurring. This helps children build up the skills and resilience to manage different social situations and helps to prevent future behaviour incidents taking place.

Staff members recognise that behaviour is a communication of need. Where a pupils' emotional wellbeing, mental health or personal circumstances impact on their behaviour, staff members will endeavour to show understanding and compassion. Reasonable and appropriate internal interventions may be put in place, such as one-to-one pastoral support and reasonable adjustments may be implemented, such as extra 'take-up' time to follow instructions. Teachers, Designated Safeguarding Leads and senior leaders will liaise with parents and carers and other agencies, such as social services and therapists, as appropriate. The school may refer children to other agencies, such as play therapists, the School Nursing Team and the Emotional Wellbeing Hub for additional professional support. Through transparent communication, partnership working and the support of expert professionals, we seek to meet pupils' wellbeing needs, which supports them in being more emotionally regulated and successful as learners in school.

‘Reasonable Force’ and Physical Restraint

We encourage positive and appropriate physical contact. The term ‘reasonable force’ covers a range of actions that involve physical contact with pupils. The law allows for ‘reasonable force’ to be used by school staff members. An action will be considered ‘reasonable’ if it is both necessary (to stop a greater harm) and proportionate. ‘Reasonable force’ involves taking the least restrictive option imposed for no longer than necessary. School staff members always try to avoid acting in a way that may cause injury. However, when using ‘reasonable force’ **to prevent a greater harm**, it may not be possible to avoid causing injury.

‘Reasonable force’ is used as a last resort.

All members of school staff have a legal power to use ‘reasonable force’. For example, any staff member has the power to physically prevent a pupil running into the road in order to keep them safe. The intent is always to prevent a greater harm from taking place. However, a member of staff with the appropriate level of ‘Behaviour Safe’ training will be sent for if possible.

‘Reasonable force’ may be used when a pupil’s behaviour presents a serious danger of causing harm to themselves or to others or property or there is a major threat to good order. In such circumstances, staff members may need to take physical control until such time as the pupil is able to take control for themselves.

‘Reasonable force’ may include restraint (physically holding a pupil to keep them or others safe, such as when pupils are fighting and refusing to separate) and control (using physical contact to lead, guide or control a pupil, such as leading a pupil by the elbow / upper arm). Any restraint is in line with local authority guidelines, learned through appropriate ‘Behaviour Safe’ training. When restraint is used this is recorded in a logbook kept in the ‘safeguarding’ filing cabinet.

Staff members use professional judgement to decide when or whether to physically intervene and this decision will depend on the specific circumstances. Reasonable adjustments are made for pupils with Special Educational Needs and Disabilities (SEND). Examples of when a staff member may physically intervene and use ‘reasonable force’ include:

- To restrain a pupil at risk of harming themselves;
- To restrain a pupil who is attacking a member of staff or another pupil or to stop a fight;
- To remove (lead or guide) a disruptive pupil from a classroom.

This list is not exhaustive.

When ‘reasonable force’, such as physical restraint, has been used, this will be recorded in the restraint logbook. The pupil’s parents will be informed.

Force cannot be used as a punishment and it is unlawful for school staff members to do so.

Further information about the use of 'reasonable force' can be found in Appendix 1.

Exclusion

In rare cases it may be necessary to exclude a child. Only the Headteacher can exclude a child and this must be for disciplinary reasons. Exclusion is considered for persistent or serious breaches of the school rules, such as a physical assault, or repeated violations. Any child returning to school following exclusion is supported in positive re-integration. This includes a meeting with a Senior Leader to review the reasons for the exclusion and to agree manageable, achievable targets. This is most successful when a parent also attends the re-integration meeting. Senior Leaders may choose to set up a Pastoral Support Plan, involving regular meetings, to review progress against targets.

When a pupil is known to be at risk of exclusion, for example because of persistent breaches of school rules, the school liaises with relevant external agencies, such as social care, the Education Welfare Officer and Family Services (the Local Authority). Exclusions may be for a fixed term, the length of which will be decided upon by the Headteacher in consultation with appropriate staff members and external agencies.

A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period.

For severe breaches of the school rules or dangerous behaviour, the school will consider permanent exclusion. Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

The Pupil Discipline Committee will be convened to consider representations from parents in relation to fixed term exclusions. Also, the headteacher will convene the Pupil Discipline Committee of the Governing Body to consider the appropriateness of any permanent exclusion or where a pupil is denied the chance to take a public examination. The Pupil Discipline Committee will then review the school's Behaviour Policy and make recommendations on changes to the Governing Body.

The school's policy on exclusion takes account of statutory guidance: 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024).

Searching and Confiscation

Staff members may search and confiscate pupils' belongings. Confiscation must be proportionate, necessary and in pursuance of a legitimate aim. Although staff members

may search for and confiscate items, this is a 'power' not a 'duty' and staff members cannot be compelled to undertake searches or confiscation.

There are two sets of legal provisions which enable school staff members to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property;
- Power to search without consent for 'prohibited items', including any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property or any item that has been banned by the school. 'Prohibited items' include knives (or items intended for use as a 'knife'), fireworks, weapons, illegal drugs.

The Headteacher reserves the right to ban items, such as toys, cards or other objects that are fashionable or from the latest 'craze'. Banned items will be publicised in the school newsletter.

Behaviour Outside School

School staff members can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

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.

School staff members can also discipline pupils for misbehaviour outside school. The law allows for schools to discipline pupils for non-criminal misbehaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing the school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

If serious misconduct, such as bullying, is witnessed outside school by a staff member or is reported to the school, this is referred to a member of the Senior Leadership Team. School leaders may impose the same sanctions as those for misbehaviour that takes place in school. Parents are informed of the nature of the reported behaviour and the action taken. The behaviour of a pupil outside school can be considered grounds for an exclusion according to statutory guidance.

Absconding

Pupils are considered to be absconding as soon as they leave the school site. The generic policy for absconding pupils is to observe at a safe distance and contact the parents. Police will be called if staff members are unable to observe the pupil or if he/she is at significant

risk of harm. For specific pupils who are known to be at risk of absconding, staff members refer to individual risk assessments and behaviour plans, which are the responsibility of the class teacher.

Equality

This policy should be considered alongside those for safeguarding, equalities, health and safety, anti-bullying and Special Educational Needs and Disabilities (SEND). We treat each individual equally and take seriously any behaviour incidents that relate to prejudice, for example bullying that relates to SEND, caring duties, race, religion, gender, sexual orientation or transgender status. Prejudice-related incidents are reported each term to the Local Governing Body. Sanctions are applied fairly and reasonably, taking into account any SEND the pupil may have.

All staff members must be prepared to challenge discrimination and any behaviour related to prejudice. Prejudice-related incidents must be recorded on CPOMS and on Prejudice-Related Incident forms available from the Headteacher. Parents of both victims and perpetrators must be informed following a prejudice-related incident unless there is a recorded reason for not doing so, such as a safeguarding concern.

All staff must be prepared to tackle discrimination and deal with such incidents as they occur. However, all discriminatory incidents must be recorded and Senior Leaders must be alerted. The definitions and examples below are not exhaustive but are intended to support staff members in identifying and appropriately reporting a prejudice-related incident.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups and games, unwanted looks or comments, jokes and graffiti. A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incident

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender;
- Use of derogatory names, insults and jokes;
- Racist, sexist, homophobic or discriminatory graffiti;
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia;
- Bringing discriminatory material into school;
- Verbal abuse and threats;
- Incitement of others to discriminate or bully due to victim's race, disability, gender or sexual orientation;
- Discriminatory comments in the course of discussion;
- Attempts to recruit others to discriminatory organisations and groups;
- Ridicule of an individual for difference e.g. food, music, religion, dress etc;

- Refusal to co-operate with other people on grounds of race, gender, disability or sexual orientation.

Data about prejudice-related incidents is reported to the Local Governing Body every term and to the Multi Academy Trust / Local Authority if requested.

Application

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. There may be occasions when adaptations may need to be applied but the same principles of promoting good behaviour through the policy will always apply.