



# Pupil Behaviour and Discipline Policy

Approval Requirements	Governors
Approval/Ratification Date	September 2024
Review date	September 2025
Signed – Headteacher	<i>Dhaneka</i>

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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 2022](#)
  - [Searching, screening and confiscation: advice for schools 2022](#)
  - [The Equality Act 2010](#)
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- [Keeping Children Safe in Education](#)
- [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
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

The school has a policy of positive behaviour management which involves rewarding children for good behaviour and implementing sanctions when children behave in an unacceptable way. All members of the school community aim to encourage the children to develop high standards of behaviour and to establish a sense of respect, resilience, responsibility. The staff, parents and children share responsibility for behaviour and for ensuring that the school is a pleasant and productive learning environment for all.

Aims:

At Park Way school our main aim is:-

RESPECT – RESILIENCE - RESPONSIBILIITY

It is the adults' responsibility to "help our children to shine".

"To establish consistency in discipline and standards which encourage honesty, fairness, self discipline, individual responsibility and respect for others".

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated defiance of adults
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
  - Theft
  - Fighting
  - Foul abusive language
  - Smoking
  - Racist, sexist, homophobic or discriminatory behaviour
  - Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the 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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Further details of the school’s approach to preventing and addressing bullying are set out in our Anti Bullying Policy.

## 5. Roles and responsibilities

### 5.1 The governing board

The governors of the school are responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy’s effectiveness
- › Holding the headteacher to account for its implementation

### 5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Governors of the school.
- › Giving due consideration to the school’s statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school’s behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from 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 Teachers and staff**

We expect all school staff to:

In addition to keeping the school rules we expect all employed staff to...

- Inform parents about the school policies and school rules.
- Explain the reasons behind school rules.
- Provide a calm, safe and secure environment for the children.
- Provide a consistent and positive approach to maintaining acceptable behaviour.
- Model ways of sorting out disagreements and frustrations in a sensible way.
- Respect children, and take account of their point of view.
- Comply with national standards for behaviour relevant to their role.
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Implement the behaviour policy consistently
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations

### **5.4 Other Adults**

We expect all adults, including; parents, carers, visitors and volunteers to...

- 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 Children**

We expect children to...

- Be safe
- Walk in School
- Do as an adult asks the first time
- Tell the truth

- Treat others kindly

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. Mobile Phones

Children who travel into school on their own may, with their parent's consent, bring a mobile phone to school. Parents must complete a form via microsoft forms in advance. The school will only allow children to bring phones to school for this reason or another exceptional circumstance that has been agreed with the school in advance. The school reserves the right to confiscate devices not permitted in school. Children must hand their phone in at the start of the school day. Phones will be stored securely in a locker during the school day and must not be used on site. This includes the school grounds whether the school is in session, or not.

- If a pupil is found taking photographs or video footage with a mobile phone this will be regarded as a serious offence and disciplinary action will be taken according to our Behaviour policy.
- If images of other pupils or teachers have been taken, the phone will not be returned to the pupil until the images have been removed by the pupil in the presence of a senior teacher.
- Should a pupil be found to be using their phone inappropriately, the school reserves the right to withdraw this privilege and they will no longer be able to bring a phone into school.
- We ask that parents should talk to their children about the appropriate use of text messages and social media, as they can often be used to bully pupils.
- Should parents need to contact pupils or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.
- Pupils must mark their mobile phone clearly with their names.
- Pupils who bring a mobile phone to school should NEVER leave it in their coat/bag when they arrive. To reduce the risk of theft during school hours, all mobile phones will be kept securely in school.
- Parents are advised that Park Way Primary School accepts no liability for the loss or damage to mobile phones whilst on site.
- The school accepts no responsibility for pupils who lose or have their mobile phones stolen while travelling to and from school.

This part of our discipline and behaviour policy was updated in February 2024 in line with Government guidance. <https://www.gov.uk/government/publications/mobile-phones-in-schools>

## 7. Responding to behaviour

We will not tolerate:

- Physical violence to another person **including hitting back.**
- Threatening behaviour, including verbal bullying and racist and homophobic abuse.
- Sexual harassment of any kind, including stereotypes of social roles based on sex.
- Refusal to comply with instructions from a member of staff.
- Stealing or destroying property. The school may seek to recover the cost of repair / replacement for damage to property.

### 7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules, sanctions and rewards
- Develop a positive relationship with pupils, which includes:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 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. This can be found on the school website.

## 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.

### REWARDS

- 1) Verbal praise – including verbal reports to parents/carers at the end of the day.
- 2) A written comment on learning.
- 3) A happy face, coloured star or certificate for behaviour as well as work.
- 4) A visit to another colleague and/or the head teacher for commendation.
- 5) Public word of praise in front of a group, a class, year or school. The school operates a "Golden Book" where children are congratulated for their achievement in front of the whole school during a weekly assembly. Any adult can put names into the book. These children go to the Head Teacher/ Deputy for a treat one afternoon in that week.
- 6) Team points are awarded at break and lunchtimes, around school, and in lessons.
- 7) Use of school reports to comment favourably, not only on good learning and academic achievement, but also on behaviour or involvement and on good attitudes.
- 8) Recognition of achievements outside school.
- 9) Every second term an award is given to an infant and junior child who has shown the most improvement. Names are recorded in the trophy book. (This could be learning or behaviour).



10) Classes work towards whole class rewards.

## 7.4 Responding to misbehaviour

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

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

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

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

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

### SANCTIONS

**1. Verbal warning – reminder of rule broken and a chance to put things right.**

*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*

**2. Sit on own or stand by an adult for five minutes.**

*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*

**3. Go to another class with learning for five minutes.**

*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision. The class teacher should inform parents at the end of the school day.*

**4. Go to Deputy or Headteacher**

*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*

**5. Red book – child must phone parents to inform them and a letter is sent home. The red book is managed by the Leadership Team termly (6 times a year);**

- There are three red book letters, the first for parents' information. The child is required to report to the Headteacher or Deputy at 3.15 that day.
- The second asking the parent to make an appointment to speak to the class teacher about an ongoing pattern of poor behaviour eg ignoring instructions. The child is required to report to the Headteacher or Deputy at lunchtime and at the end of the day for a week.
- The third letter requires parents to meet to devise a pastoral support plan to prevent the child's exclusion from school.

*Positive measures should be put in place by the adults present to support the child eg. Distraction, visual reminders, altering placement in class or outside, finding another activity or group to play with, close active supervision.*

**6. Where the actions of a child would warrant a formal exclusion the school may seek to avoid this by issuing an internal exclusion. This means that the child would be supervised with their learning away from their class for a fixed period. In these cases the parents of the child are required to attend a Pastoral Support meeting to prevent their formal exclusion from school. Only one internal exclusion per seasonal term may be used. Should there be another serious breach of the school rules then a formal fixed term exclusion will be used and the Local authority will be notified accordingly.**

*Examples of behaviours which would result in internal exclusion include, but are not exclusive to; Deliberate damage to school property, assault, repeated use of abuse towards adults or children, severely disrupting the smooth running of the school.*

**7. We recognise the consequences of formal exclusion from school and seek to avoid this wherever possible. The school will use its' best endeavours, seeking advice from specialists and doing everything possible to prevent the permanent exclusion of a child. However, the school reserves the right to use formal fixed term and permanent exclusions in extreme circumstances. When this does happen staff and governors will follow DFE guidance and have due regard to Kent Exclusion Guidance.**

*SLT will closely monitor children's behaviour and the way in which it is dealt with by adults.*

## 7.5 Reasonable force

Physical intervention should always be the last resort not the first. Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder where there is an imminent risk to themselves or others
- 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 Confiscation, screening and searching

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

## Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/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 is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

The headteacher must 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.

A member of staff authorised by the Headteacher 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.

A member of staff authorised by the Headteacher may use a metal detector to assist with the search.

A member of staff authorised by the Headteacher 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.

A member of staff authorised by the Headteacher 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 if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/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 if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## **7.7 Off-site misbehaviour**

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

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

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

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

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

## **7.8 Online misbehaviour**

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

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

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

## **7.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the Headteacher will make the report.

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

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

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

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

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

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information. This can be found on the school website

## **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 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 Managing Allegations Against Staff Policy and Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils. These can be found on our school website.

## **8. Serious sanctions**

### **8.1 Detention**

The school does not issue detentions, though sometimes children will be asked to finish learning in their own time.

### **8.2 Removal from classrooms**

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers may be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency working

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information. This can be found on the school website.

## **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 balance their legal duties 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 too long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit still for too long
- Training staff in understanding conditions such as Autism
- Use of sensory spaces where pupils can regulate their emotions during a moment of sensory overload.

## 9.2 Adapting sanctions for pupils with SEND

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

- The support that has been offered to the child to help them to succeed.
- Is it clear that the pupil is unable to act differently at the time as a result of their SEND?
- Any antecedent that may have contributed to the child's response to an incident

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

## 9.3 Considering whether a 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.

Measure could include:

- Reintegration meetings
- Daily contact with the pastoral team
- Being on report
- Reporting home
- Part time arrangements and "backchaining"

## 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 de escalation techniques
- What specific behaviours are communicating
- Self regulation
- The needs of the pupils at the school
- How SEND, ACES and mental health needs can impact behaviour

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, and other stakeholders (via surveys)

Behaviour incidents are considered and trends analysed at weekly DSL 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 headteacher at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Governing Body.

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

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Staff code of Conduct
- Managing Allegations Against Staff Policy

## Appendix 1: written statement of behaviour principles

### Park Way Primary School

#### Statement of principles for promoting good behaviour

(to be read in conjunction with Behaviour & Discipline Policy)

#### Introduction

Legislation requires that a statement of principles promoting good behaviour be provided by Governors. These principles will underpin the school's Behaviour Policy, which will define the roles, responsibilities and practice in this area. Establishment and implementation of the policy lies with the Headteacher of the school. The principles are intended to support the school's values by promoting a friendly, creative and purposeful community whose members feel valued and supported, and where courtesy and mutual respect are expected from everyone.

Section 88 of the Education and Inspections Act 2006 requires governing bodies to have regard to the statutory guidance from the Secretary of State for Education in making and reviewing the written statement. This document has been developed taking this guidance into account.

#### Principles

The Behaviour Policy is written to fulfil the Governor's duty of care to pupils and employees and to promote teaching and learning and high standards of attainment. The policy should define measures to achieve these objectives. At Park Way Primary School we value everyone as an individual, capable of growth, change and development. Our core values of respect, resilience and responsibility underpin the working of the school. They are values which we expect everyone to abide by and which we try to nurture in our pupils. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of young people as effective and responsible citizens.

The Governors expect the Behaviour Policy to be in accordance with their responsibilities under equality legislation: for example by making reasonable adjustments in its application to vulnerable pupils. It should also support the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community.

In developing strategies for the management of behaviour in school the policy should make use of both rewards and sanctions and establish a climate where praise and encouragement, helping children to learn desirable behaviours far outweigh the principle punishment and admonition. Rewards should be used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others.

Sanctions should be used to demonstrate that misbehaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions should be applied to individuals not groups. In support of the school's values of respect, resilience and responsibility, the policy should support restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions.

Where allowing a child to remain in school would seriously harm the education or welfare of the pupil or others in the school, staff will act swiftly to meet the needs of this child and to prevent exclusion. Governors will support exclusion as a last resort.

The school's policy will need to balance both collective and individual needs\*. The school staff will have due regard to the SEN code of practice in meeting the needs of individuals to ensure that they have full curriculum access. School staff will work collaboratively with the LA and other local schools to promote Inclusion. \*For example, vulnerable pupils – such as those with special educational need, physical or mental health needs, migrant and refugee pupils and looked-after children – can experience particular difficulties with behaviour (for example, related to medical conditions, lack of understanding or trauma) and may need behavioural support. In addition, the school will need to take account of their individual needs and circumstances when applying the school's behaviour Policy – for example, by making adjustments to the framework of rewards and sanction – to make the policy effective and avoid a potentially disproportionate impact of the school's disciplinary framework on vulnerable pupils.

## Appendix 2: staff training log

A record of staff training is kept on staffsafe.

## Appendix 3: behaviour log

### Recording

The incident must be dealt with appropriately. Recording the incident is not a way of referring it to someone else and the recording of the incident in itself does not constitute dealing with it.

### Serious breaches of behaviour should be recorded on CPOMS

Reports should contain the following...

**Antecedents** – What we know about what happened before the incident.

**Behaviour** – What actually happened (not reported unless this can be proven)

**Consequences** – What happened as a result of the main incident.

### **GOLDEN RULES**

- 1. Date and time must be included - this can be edited on CPOMS**
- 2. State where it happened**
- 3. State who was involved**
- 4. Use bullet points and be brief – detailed clarification can be sought later if required**
- 5. Be specific – don't say being unkind or disruptive, say exactly what was done or said**
- 6. Don't make value judgements or subjective comments**

## Appendix 4: Red Book

### Red Book

Staff have identified some offences, which are totally unacceptable, and the children are aware that if they breach these rules, names would immediately be recorded in the Red Incident book and the children will telephone their parents to inform them. These include:-

- 1) Leaving playground without permission
- 2) Swearing – must be overheard, not reported.
- 3) Fighting and play fighting.
- 4) Blatant defiance, e.g. refusing to come when called.

The Red Book is organised by the Senior Management Team. When entered into the red book children must report to the Head or Deputy at the end of the day (3.15pm). The child is given a fresh start the following day. Parents are informed on the first occasion a child's name is entered into the book. If a child's name is entered in the book for a second time they must report to the Headteacher or Deputy at 12.00 and at 3.15 for a week. Where a child's name occurs on three occasions within a half term, parents are asked to meet with the Head Teacher to devise a pastoral support plan.

The school may choose an internal exclusion as an alternative to a fixed term formal exclusion at this stage. (See guidance in appendix 3)

**ONLY THE LEADERSHIP TEAM MAY MAKE THE DECISION TO ENTER A CHILD IN THE RED BOOK. STAFF SHOULD REFER INCIDENTS FOR CONSIDERATION BUT NEED NOT TAKE RESPONSIBILITY FOR THE FINAL DECISION. A MEMBER OF THE LEADERSHIP TEAM WILL INFORM THE CHILD AND PARENTS OF THEIR DECISION. –**

**DO NOT TELL A CHILD THEY ARE "IN THE RED BOOK" – A member of the leadership team will make that decision.**

## **Appendix 5: Further Advice**

General advice given to all staff when disciplining:

It is recognised that all children need disciplining from time to time but it is essential in all disciplinary actions that the child understands that it is their behaviour which is not acceptable, not the child as a person. Staff must abide by the following rules:-

1. Keep eye contact – where appropriate
2. Minimise embarrassment and hostility
3. Use a respectful tone of voice
4. Give child space – don't back them into a corner
5. Avoid argument – and give clear choices
6. Aim towards responsible behaviour
7. Keep a sense of humour
8. Be consistent with actions
9. Use children to help each other
10. Work as closely as possible with parents.
11. Be clear about what is wrong and about what is expected
12. If a child runs from you do not chase them
13. Avoid physically intervening with a child unless you are trained to do so, or there is immediate risk of serious injury.
- 14. REFER TO THE RULES AND SANCTIONS WHEN DEALING WITH ANY INCIDENT.**

## **Appendix 6: Procedure for children who leave the school premises**

If a child threatens to leave the premises or leaves the school premises without permission, DO NOT PURSUE THEM. Ensure that a member of the Senior Leadership Team is informed immediately. If you cannot find a member of the SLT, please inform the school office who will contact the SLT.

## **Appendix 7: Persistent Low Level Disruption**

**Persistent low level disruption such as "backchat", comments to other pupils, interfering with others and refusing to cooperate with group activities has the most stressful and disruptive influence on learning for both staff and pupils. It is particularly difficult to deal with as the incidents on their own may not be serious, but over time the learning of all the children can severely disrupted.**

**This behaviour is unacceptable.**

- **Parents will be informed and asked to be actively involved in possible solutions to the behaviour problem**
- **A behaviour record will be kept by the teacher (not on CPOMS). Though it must be recognised that this in itself can be extremely time consuming and stressful for teaching staff.**



## **Appendix 8: Further Guidance**

The policy and procedures are designed to assist in teaching the children to behave in an acceptable manner. They are not intended to catch children out and punish them. They will make mistakes as they are learning just as they make mistakes in academic subjects. Children should be allowed to make mistakes and helped to learn from them.

### Communication with parents:

To develop a working partnership with parents is a high priority as the school recognises that parents and carers have a vital role in fostering good behaviour. When children start at Park Way they are provided with a school brochure, which clearly states our school policy on discipline. It is important that staff take the trouble to speak to parents regularly about good behaviour.

### Playtime supervision

At playtimes behaviour problems often are more evident because it is a freer environment. Staff are issued with guidelines and should follow the consequences for breaking school rules at lunchtimes.

All staff and volunteers are advised that where a pupil is causing problems the rules and sanctions should be applied as they appear on the reference cards given to staff.

At the end of lunchtime, TAs report to the class teacher accidents, any particular problems and positive behaviour.