



## The Eliot Bank and Gordonbrock Schools Federation



# Behaviour Policy

|                             |                       |                          |                     |
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## **1. Aims**

It is the aim of The Eliot Bank and Gordonbrock Schools Federation to foster a positive culture that promotes excellent behaviour and attitudes in pupils, towards themselves and all others. Thereby ensuring that all pupils and staff have the opportunity to learn and work in a calm, safe and supportive environment and thus enabling them to become effective self-regulating citizens of their school community, and, in the long term, of the adult world.

This policy aims to:

- 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; and
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

It applies to pupils both in school and on activities arranged by the school, such as:

- work-experience placements, educational visits and sporting events;
- behaviour on the way to and from school; and
- behaviour when wearing school uniform in a public place.

## 2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour and Discipline in Schools: Advice for Headteachers And School Staff, 2016](#)
- [Behaviour in Schools: Advice for Headteachers And School Staff 2022](#)
- [Searching, Screening and Confiscation at School 2018](#)
- [Searching, Screening and Confiscation: Advice for Schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from Maintained Schools, Academies and Pupil Referral Units in England 2017](#)
- [Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units In England, Including Pupil Movement - 2022](#)
- [Use of Reasonable Force in Schools](#)
- [Supporting Pupils with Medical Conditions at School](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its 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 give schools the authority to confiscate pupils' property.
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

### 3. Definitions

#### 3.1 Low Level Misbehaviour<sup>1</sup>

These are classed as one-off incidents:

- avoiding learning;
- being disrespectful to adults;
- calling out;
- distracting others;
- interrupting the adult;
- poor attitude;
- not concentrating;
- teasing;
- running in school; and
- wasting time;

#### 3.2 Medium Level Misbehaviour<sup>2</sup>

Ongoing low-level misbehaviour, such as continued teasing, will also be classed as medium-level misbehaviour:

- answering the adult back;
- ignoring a verbal warning;
- incorrect uniform;
- lying;
- non-completion of classwork or homework;
- rudeness;
- spoiling other children's games or learning; and
- disrupting the work of the class.

#### 3.3 High Level Misbehaviour<sup>3</sup>

Ongoing medium-level misbehaviour, such as continued disruption of lessons, will also be classed as high-level misbehaviour:

- repeated breaches of the school rules;
- being very rude or disrespectful to staff;
- bullying (see Appendix 3 Bullying and Harassment Policy);
- fighting;

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<sup>1</sup> This is not an exhaustive list, but gives some indication of behaviours

<sup>2</sup> This is not an exhaustive list, but gives some indication of behaviours

<sup>3</sup> This is not an exhaustive list, but gives some indication of behaviours

- deliberate aggression;
- harassment on the basis of race, disability or sexual orientation, (see Appendix 3 Bullying and Harassment Policy);
- hurting other children or an adult for example by kicking or pushing;
- intimidation;
- possession of any prohibited items (listed below):
  - knives or weapons;
  - alcohol;
  - illegal drugs;
  - stolen items;
  - tobacco and cigarette papers;
  - fireworks;
  - pornographic images;
  - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).
- sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments;
  - Sexual jokes or taunting;
  - Physical behaviour like interfering with clothes;
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content;
- sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent);
- smoking;
- stealing / theft;
- swearing;
- vandalism; and
- verbal abuse.

## **4. Roles and Responsibilities**

### **4.1 The Governing Board**

The Eliot Bank and Gordonbrock Schools Federation Governing body is responsible for:

- reviewing and approving the Written Statement of Behaviour Principles (Appendix 1);
- reviewing this behaviour policy in conjunction with the Executive Head / Head of School;
- monitoring the policy's effectiveness; and
- holding the headteacher to account for its implementation.

### **4.2 The Executive Head / Head of School**

The Executive / Head of School is responsible for:

- reviewing this policy in conjunction with the Eliot Bank and Gordonbrock Schools Federation Governing Body;
- giving due consideration to the school's statement of behaviour principles (Appendix 1, Written Statement of Behaviour Principles);
- 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; and
- ensuring that the data from the behaviour books (blue books) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 10.1).

### **4.3 Teachers and Staff**

Staff are responsible for:

- creating a calm and safe environment for pupils;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing the behaviour policy consistently;
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling expected behaviour and positive relationships;



- providing a personalised approach to the specific behavioural needs of particular pupils;
- considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- recording behaviour incidents promptly; and
- challenging pupils to meet the school's expectations.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **4.4 Parents and Carers**

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate;
- support their child in adhering to the school's behaviour policy (Appendix 2, Home School Agreement);
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school; and
- 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.

#### **4.5 Pupils**

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

- the expected standard of behaviour they should be displaying at school (Appendix 2, Home School Agreement);
- that they have a duty to follow the behaviour policy;
- the school's key rules and routines;
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard; and
- the pastoral support that is available to them to help them meet the behavioural standards.

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

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

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

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

## 5. School Behaviour Curriculum

A safe effective environment for working and living depends on all individuals accepting responsibility for positive self-discipline. Learning how to do this is not only essential for responsible citizenship, but also fundamental to the education of children as we prepare them for their adult place in a society free of bullying, racism and social intolerance. We are committed to improving outcomes for all pupils and 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. We seek to support this element of each child's development, by means of:

- A shared value system for us to 'live', guiding our choices and decisions in all that we do:
  - responsibility;
  - commitment;
  - respect;
  - care;
  - equality;
  - integrity; and
  - honesty.
- The development and maintenance of a positive, supportive ethos throughout the school in which everyone feels valued
- Structured, progressive programmes of study in Personal Social Development for all pupils
- The development of personal and interpersonal skills through a range of cross-curricular collaborative and contextualised learning experiences enabling children to take increasing responsibility for their own behaviour choices
- It is not acceptable for individuals to prevent learning from happening. Behaviour which does so will be challenged.

### 5.1 School Code of Conduct

Our 'shared values, inform 'Code of Conduct', which is set out in our Home School Agreement (Appendix 2, Home School Agreement). This provides a framework for the development of appropriate behaviour choices, self-discipline and responsible citizenship, and should support positive personal and social development.

Code of conduct:

- behave in an orderly and self-controlled way;
- treat others with respect – don't try to hurt anybody physically or emotionally; always use kind words and actions;
- listen to the other person's point of view;
- be safe – and keep others safe;
- look after our school, the buildings, the grounds, the equipment;
- put effort into learning and help each other to learn;
- ask for help when you need it, if someone hurts or upsets you;

- put effort into my home learning and do the best I can;
- follow internet safety rules; and
- wear the correct uniform at all times.

## 5.2 Modelling Shared Values

All members of staff and parents will serve as role models to our children, living the shared values routinely. This is a key responsibility, as it is the most powerful teaching tool of all. Modelling the shared values will permeate the delivery of both the hidden and formal curriculum, not only in each classroom, but also in the playground and throughout all areas of the school.

Consistency in approach by all adults will be crucial to the success of this policy and the aims it serves. A positive relationship between home and school enables trust to build so that behavioural difficulties can be overcome. When school and home work together on behavioural problems they can usually be sorted out very quickly. We will always try to work with parents/carers and we expect parents/carers to work with us in support of this policy.

We summarise expectations for staff and parents in our Home School Agreement, see (Appendix 2, Home School Agreement).

## 5.3 What We Do to Encourage Good Behaviour

We encourage good behaviour by:

- Making clear how we expect children to behave. Staff take every opportunity to explain to pupils what good behaviour looks like. This is done through assemblies, in class and school council, through group and individual discussions.
- Developing clear strategies that support children to improve their behaviour.
- Being clear about how we expect the behaviour to improve and what will happen if they don't make an effort to improve.
- Acknowledging good behaviour and praising the child at every opportunity.
- Communication with parents and working closely with them.

We help children to develop their behaviour skills through:

- Giving a significant amount of time in the Early Years to developing children's social skills – turn taking, listening to others etc. are a regular focus highlighted in planning. As children grow and develop they take more responsibility for their own actions and help their peers to behave well.
- Building the development of these skills into our curriculum in PSHE, and alongside British Values.
- Using Kagan strategies which develop co-operative learning with a strong emphasis on the development of social skills.

#### **5.4 Taking Account of Individual Pupil Needs**

In the application of this policy, we will take into account the age, race, religion and culture, any Special educational needs (SEN), disability and the circumstances of other vulnerable pupils.

We will make reasonable adjustments to the application of the policy e.g. – we might give a child more opportunities to improve. However, we believe that all children must learn how to behave in a reasonable manner.

## **6. Responding to Behaviour**

### **6.1 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 behaviour curriculum or their own classroom code; and
- develop a positive relationship with pupils, which may include:
  - 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; and
  - using positive reinforcement.

### **6.2 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. We praise in many ways:

- identifying and acknowledging good behaviour whenever we see it;
- a smile or a comment;
- collective, class-based reward system;
- weekly assemblies;
- child sharing their work with a member of the senior management team; and
- informing parents/carers.

A key aspect of our policy is making the children aware of the influence they can have on each other. This is vital in developing and maintaining good standards of behaviour. Children support each other in a number of ways:

- showing disapproval of poor behaviour;
- children mentoring one another;
- children in years 5 and 6 being monitors and modelling good behaviour;
- playground friends;
- playground leaders;
- class council;
- school council; and
- circle time.

### 6.3 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 this 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.

#### 6.3.1 Staged Approach to Misbehavior

We have a staged approach when dealing with misbehaviour. Staff work hard to apply the sanctions fairly and consistently and to ensure that punishments are in proportion to the offence.

All staff (teaching and support) have the responsibility to

- deal with issues of misbehaviour with all children; and
- ensure these incidents recorded in class behaviour books (blue books).

The behaviour books (blue books) are reviewed weekly by the Deputy Head for Inclusion. There are frequent discussions at senior leadership, teachers and support staff meetings where issues concerning behaviour are discussed.

|                |   |
|----------------|---|
| <i>Stage 1</i> | <ul style="list-style-type: none"> <li>• <i>A verbal warning (classroom or playground).</i></li> <li>• <i>If the misbehaviour is serious or persistent then a verbal warning is not sufficient and the following sanction, stage 2- 4 should be applied as appropriate.</i></li> </ul>  |
| <i>Stage 2</i> | <ul style="list-style-type: none"> <li>• <i>A period of ‘time out’ to reflect on their conduct e.g. sitting in another part of the classroom or playground.</i></li> <li>• <i>Loss of privileges (e.g. choosing partner or activity or monitor job).</i></li> <li>• <i>Loss of part of playtime/ lunchtime.</i></li> <li>• <i>Walk with adult in the playground.</i></li> <li>• <i>Complete unfinished work in own time.</i></li> </ul> |

|         |  |
|---------|--|
| Stage 3 | <ul style="list-style-type: none"> <li>• <i>Send to paired class for a short period of further reflection time with a blue slip (Y2 up). Key stages may also choose to implement their own system of recording the number of times a child has been sent to another class.</i></li> <li>• <i>If continued misbehaviour, the child is sent to the phase leader.</i></li> <li>• <i>Playground supervisors will speak to the class teacher or a member of SLT and complete a blue playground incident slip if incident is in the playground. Blue slips will get entered into the blue book.</i></li> </ul>   |
| Stage 4 | <ul style="list-style-type: none"> <li>• <i>If a child is in the blue book 2 or more times in one week then the child is seen by the Deputy Head and given a verbal warning to improve. Classroom teachers then monitor this improvement. If no improvement is seen during the following week, parents are phoned by the Deputy Head. The following might also follow:</i> <ul style="list-style-type: none"> <li>○ <i>agreed, regular contact the parents/carers;</i></li> <li>○ <i>loss of a number of playtimes or lunchtime;</i></li> <li>○ <i>decide on any restorative action;</i></li> <li>○ <i>regularly follow up with positive reinforcement;</i></li> <li>○ <i>share information with relevant staff;</i></li> <li>○ <i>write a letter of apology to be shown to the relevant people;</i></li> <li>○ <i>contact book between home and school;</i></li> <li>○ <i>stay with a named adult in the playground; and</i></li> <li>○ <i>separation of offenders into different playgrounds.</i></li> </ul> </li> </ul> |

### 6.3.2 Serious Sanctions

|                         |  |
|-------------------------|--|
| Internal Exclusion      | <p><i>If a child has gone through stages 1 – 4 internal exclusion may be imposed. The exclusion could be to another class on a temporary basis, and may continue during break periods.</i></p>   |
| Lunch Time Exclusion    | <p><i>Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. A lunchtime exclusion is a fixed period exclusion (equivalent to one half school day).</i></p>  |
| Suspension (Fixed Term) | <p><i>A suspension may be used to provide a clear signal of what is unacceptable behaviour and to show a pupil that their current behaviour is putting them at risk of permanent exclusion. Schools should consider whether additional strategies need to be put in place to address behaviour.</i></p> <p><i>Only the Head teacher or deputy Head teacher in charge in the absence of the Head teacher can suspend a child.</i></p> <p><i>The regulations allow head teachers to suspend a pupil for one or more fixed periods not exceeding 45 school days in any one school year. It does not need to be for a continuous period.</i></p> <p><i>In all cases, work will be set and marked for the first five days of suspension. The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the suspension.</i></p> <p><i>Parents are expected to attend a reintegration interview following any suspension.</i></p> |



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|------------------------------|--|
| <i>Exclusion (Permanent)</i> | <p><i>A permanent exclusion is when a pupil is no longer allowed to attend a school. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will always be used as a last resort.</i></p> <p><i>The decision to exclude a pupil permanently should only be taken:</i></p> <p><i>a) in response to a serious breach or persistent breaches of the school's behaviour policy; and</i></p> <p><i>b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.</i></p> <p><i>For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered. Paragraph 8 provides further guidance on utilising online pathways and the potential significance of SEND law.</i></p> |
|------------------------------|--|

### 6.3.4 Supporting Pupils Following A Sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings;
- Daily contact with a Deputy Headteacher, Phase Leader, SENDCo or Learning Mentor; and
- Personalised behaviour goals, checked after each session, daily or weekly.

### 6.3 Reasonable Force

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;
- hurting themselves or others;
- damaging property; and
- 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; and
- be recorded and reported to parents.

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. Please refer to The Eliot Bank and Gordonbrock Schools Use of Reasonable Force policy (Appendix 3).

## **6.4 Searches and Confiscation**

Although we have the legal right to do so, searching a child would always be a last resort. In most cases we would ask children to show us what they have in their bags, pockets, socks etc.

### **6.4.1 Searching**

#### **6.4.1.1 Searching Pupils' Possessions**

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

- Trays
- Bags

A pupils' 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 3.3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

#### **6.4.1.2 Searching A Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Executive Head / Head of School.

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 ensure 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 Executive Head / Head of School. 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; and
- seek the pupil's co-operation.

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

If they still refuse to co-operate, the member of staff will contact the Executive Head / Head of School. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3.3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing<sup>4</sup>, pockets, possessions, desks or lockers.

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<sup>4</sup> Outer clothing includes:

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

#### **6.4.1.3 Informing the Designated Safeguarding Lead**

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 3.3; and
- if they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3.3), including incidents where no items were found, will be recorded in the school's safeguarding system.

#### **6.4.1.4 Informing The Parents**

Parents will always be informed of any search. A member of staff will tell the parents as soon as is reasonably practicable:

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

#### **6.4.1.5 Supporting the Pupil After the 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 Eliot Bank and Gordonbrock Schools Federation Safeguarding Policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

#### **6.4.1 Confiscation**

Any prohibited items (listed in 3.3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Weapons and knives and extreme or child pornography will always be handed over to the police.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be stored in a secure place and either returned to the child at the end of the day or returned to the parent/carer in person following a discussion with a member of the senior leadership team.

## 6.5 Pupils' Conduct Outside the School Gates

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; and
- 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; and
- 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).

## 6.6 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; and / or
- the pupil is identifiable as a member of the school.

## 6.7 Online Misbehaviour

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

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

If a decision is made to report the matter to the police, the Executive Head / Head of School 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.

## **6.8 Child on Child Abuse**

### **6.8.1 Bullying and Harrassment**

Issues of bullying, racial and sexual harassment and harassment on the grounds of disability will not be tolerated by The Eliot Bank and Gordonbrock Schools Federation. Our aim is that through the creation of an ethos of good behaviour, where children treat one another and the school staff with respect, incidents of bullying are minimized. For more information see Appendix 4, Bullying and Harassment policy.

### **6.8.2 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; and
- 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; and
- 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; and
  - report to the police.

Please refer to The Eliot Bank and Gordonbrock Schools Federation Safeguarding policy for more information.

## **6.9 Malicious Allegations**

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

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

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

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

Please refer to The Eliot Bank and Gordonbrock Schools Federation Safeguarding policy for more information for more information on responding to allegations of abuse against staff or other pupils.

### **6.10 Safeguarding**

The Eliot Bank and Gordonbrock Schools Federation 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 The Eliot Bank and Gordonbrock Schools Federation Safeguarding policy for more information.

## **7. Responding to Misbehaviour From Pupils with Send**

### **7.1 Recognising The Impact of Send on Behavior**

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 causing any substantial disadvantage to a disabled pupil 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. Examples of measures the school may take to help anticipate and remove triggers of may include:

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

### **7.2 Adapting Sanctions for Pupils with Send**

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

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

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.



### **7.3 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 to create the plan and review it on a regular basis.

### **7.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

## **8. Pupils Transition**

### **8.1 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.

### **8.2 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **9. Training**

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

- The Eliot Bank and Gordonbrock Schools Federation Behaviour Policy;
- the needs of the pupils at the school;
- the proper use of restraint; and
- how Send and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **10. Monitoring Arrangements**

### **10.1 Monitoring and Evaluating School Behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by The Deputy Headteacher for Inclusion with the senior leadership team

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; and
- 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 it.

### **10.2 Monitoring This Policy**

This Behaviour policy will be reviewed by The Executive Head and The Eliot Bank and Gordonbrock Schools Federation Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

## **Appendices**

|            |   |
|------------|---|
| Appendix 1 | Written Statement of Behaviour Principles |
| Appendix 2 | Home School Agreement                     |
| Appendix 3 | Use of Reasonable Force Policy            |
| Appendix 4 | Bullying and Harassment Policy            |