

# Boarshaw Primary School.

## Behaviour policy and statement of behaviour principles.



Approved by: [Name]

Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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**Our policy is based on the belief that 'Every Moment Matters' and we should ALWAYS be Boarshaw Brilliant.**

- Good behaviour is not automatically learned but needs to be taught and supported by parents.
- Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- A child with problems is the school's problem not an individual teacher's problem.

## 1. Aims

- For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have a high standard of pupil expectation in all aspects of work.
- For staff to try to raise the levels of pupils' self-esteem.
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
- To provide a varied range of teaching and learning styles to suit the needs of pupils.
- To provide an attractive learning environment and quality resources to engage and inspire children's learning.
- To track pupil progress, set challenging though achievable targets and support children in achieving them, so that children know their efforts are valued and that progress matters.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and sanctions systems.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour.

## 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

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

### 3. Definitions

**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 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 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
- › Vandalism
- › Theft
- › Fighting
- › 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
  - 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
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 or gaming sites

See the **School's Anti Bullying Policy**.

## 5. Roles and responsibilities

### 5.1 The governing board

The Governing Board is 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 Resources Committee.
- › 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

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
- › Recognise that effective conditions for learning: (planning, pitch, pace, participation etc) will impact positively on general classroom behavior.
- › Ensure they 'Praise in Public and Remind in Private'
- › Recording behaviour incidents promptly
- › Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

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

## 5.5 Pupils

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- › 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.

## 6. School behaviour curriculum

Our school behavior curriculum is based on the principles of:

- Be ready
- Be respectful
- Be safe

They have been developed to be meaningful to children. None are too difficult. They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

If damage or loss is caused to school property through repeated carelessness or vandalism, parents will be asked to ensure that their child repays a reasonable proportion of the cost from pocket money. Any action however, will be with understanding and in keeping with that of a responsible parent.

## 6.1 Procedures

Expectations of staff and pupils is that they are:

- Calm and consentient
- Happy and engaged
- Listened to and loved
- Responsible and caring
- Polite and friendly

## 6.2 Routines

We expect consistent behavior in classrooms and around the school. All staff and pupils must follow these routines at all times to ensure the safety of everyone in school

Our routines are:

- Showing Boarshaw Brilliant (some examples but not an exhaustive list are given below)
  - Sitting correctly in class (on the carpet with hands on knees, on a chair with arms folded)
  - Sitting correctly in the hall (sitting on the floor with hands on knees)
  - Sitting in the canteen correctly (on the chair with legs under the table and using indoor voices)
  - Standing up with hands behind our backs
  - Tidying away resources and putting litter in the bin.
  - Walking in school at all times on the left hand side of the corridor.
  - Wearing correct school uniform at all times, including PE Kit for PE.
- Boarshaw walk- walking around school on the left hand side with our hands behind our back in single file.
- Hands up for silence- both hands will be held in the air and adults must wait until all children have copied and then adult may give instruction.
- Tremendous transitions- during transition from playground to inside a whistle will be blown and children will freeze. An adult will then blow the whistle for children to walk to the line where they will be directed inside.

## 6.3 Mobile phones

Children in Years 5 and 6 may bring a mobile phone to school in accordance with the school's **Mobile Phone Policy**. Mobile's may not be used during the school day, once in school children are expected to turn their phones off and lock them in the phone lockers near the Year 6 classrooms.



## 7. Responding to behaviour

### 7.1 Classroom management

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

They will:

To deal with behavior consistently, all staff will use set phrases when talking to children about behavior.

Our phrases include:

- I will listen to you...right time, right tone, right place
- That's not showing me Boarshaw Brilliant
- I've noticed that...
- I need you to...thank you
- Let me remind you...
- Remember our rules, ready, respectful and safe

When you're ready I'm here

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. However there may be occasions when it is necessary to use a raised voice i.e. in order to re-establish control, be heard on the playground etc.

No child should ever be 'sent to the head' as a sanction, as there is no guarantee that the child will arrive or that the head will be available. If, in exceptional circumstances, a child needs to be removed from class or refuses to go to the cool down area, the head, deputy or senior leader should be sent for.

Behaviors need to be dealt with using the school procedure of 'drive by and reminders'. Teaching time should not be lost with teachers dealing with behavior incidents. Repair and rebuild should be completed during break or lunchtime. Teachers must not leave the classroom to deal with behavior. Teaching assistants can follow children (at a distance) who leave the classroom to ensure they are safe.

If a child should run out of school for whatever reason, staff should not overreact and must never run after them. Staff may follow the child at a safe distance, as long as this is not adding additional stress to the child. Senior leaders must be informed and either they or the office staff phone parents and the police.

### 7.2 Safeguarding

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

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

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

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

### 7.3 Responding to good behaviour

We expect children to always be ready, safe and respectful and these will always be praised. Our school behavior policy is built around mutual respect and we try to not over reward the expected behaviours. We believe that genuine praise should be given regularly and consistently. We believe that children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on failure. We always praise in public and remind in private.

**Praise** has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Our rewards for children are:

- Children who show Boarshaw Brilliant all day will be reward with 2 Dojo points.
- Children who demonstrate one of our Boarshaw Values (See appendix 2) will get their name on the recognition board and receive 5 dojos.
- Children will receive a recognition award when they reach increments of 100 Dojo's.
- We will celebrate one star of the week from each class during Fabulous Friday assembly and they will receive a certificate and a small treat.
- Teachers will share positive feedback with parents via class dojo/in person/phone call or a Boarshaw Brilliant Award slip.
- Boarshaw Brilliant Award slips will be sent out by the class teacher as and when they see behaviours that go above and beyond.
- Class rewards are given through the class Gem Jar. Once 100 Gems have been collected the class will be rewarded with a small treat.
- When a class fills their gem jar they will place a gem in the 'Boarshaw Big Gem Jar' when 10 gems have been collected a whole school reward will be given.
- One child from each class who has shown Boarshaw Brilliant all week will be chosen for the golden table on a Friday lunch.
- The head teacher and Deputy head teacher will also give out Golden Tickets to children who go above and beyond. Golden tickets can then be exchanged for a small prize.

### 7.4 Responding to misbehaviour

Reminders and sanctions are to be carried out in private. We believe in giving children the opportunity to change their behavior through discrete reminders and warnings. If the child continues with the unacceptable behavior they will then be given time to calm down and will repay back learning time during break or lunchtime.

When using sanctions, pupils learn from experience to expect fair and consistently applied punishments which differentiate between serious and minor offences. Sanctions are applied consistently by all staff, but with the provision for flexibility to take account of individual circumstances and pupils needs.

We have an agreed system of managing moments of unacceptable behaviour. Responses range from polite reminders to permanent exclusion, and are intended to:

- Provide clarity and consistency of suitable responses.
- Minimise disruption to others especially teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make sensible choices and prevent further sanctions being applied.
- Allow early involvement of parents, line managers, SENCO and support agencies.
- Do everything reasonably possible to avoid exclusion from school.

When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Express your displeasure with the **action** and never the **child** i.e 'That was a silly thing to do because...' and not 'You are a silly boy'.

We manage moments through:

- Drive by (reminder) "I've noticed that..."
- Warning "I need you to... this is your warning."
- Last chance "...this is your last chance. I need you to..."
- Consequence- time out within a designated area of the classroom
- Repair- children to pay back missed learning time during break/lunch/assembly time followed by conversation in private to discuss behavior.

Language we use when managing challenging moments:

- I understand that you...but our rules at Boarshaw are be ready, respectful and safe.
- Be that as it may, my expectation are...
- I will listen to you, right time, right tone, right place.

Rebuild and repair

When children have calmed down after a behavior incident we always ensure we make time to rebuild and repair with the child in private. During this time we follow the script below:

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

**For children who continually break the school rules**

- Discussion with Behaviour Lead/ Head/Deputy head teacher/ SENCO: consider the need for SEND Support/ Social and emotional support
- Meet with parents to discuss behaviours and next steps
- Initiate closer monitoring i.e. frequency monitoring, time sampling, recording on CPOMs etc.
- Individual reward cards implemented based on a tiered system of low need (weekly chart), medium need (daily chart) and high need (session chart).
- Complete a 'Behaviour Plan' for the pupil in collaboration with staff, pupil and parent
- Some pupils on a behaviour plan may also have a home school book to keep parents informed of behaviours.
- Parents informed by meeting that child's behaviour is causing serious concern investigate possible causes/alternative strategies
- Access to nurture provision/ extra-curricular / enrichment activities where appropriate.

- Further strategies maybe include loss of privileges, lunchtime/playtime sanctions, reduce timetable etc.

## **Suspensions**

If the child continues to make the wrong choices after consultations with parents, then they may be suspended. Only the headteacher/deputy headteacher can make suspensions.

### **Internal Suspensions**

- Child has no contact with own class or classmates.
- Child receives work from class teacher and works in a member of SLT classroom.
- No access to playground with peers, extra-curricular or enrichment activity.
- Parents informed by meeting.

### **Short Term Suspension**

- Parents informed in writing
- Pupil Discipline Committee may meet at parents request but cannot reinstate.
- Upon return to school, meeting with head/deputy headteacher to discuss reintegration and expected behaviour. Any changes in behaviour plan to be shared with parents.

### **Fixed Long Term Suspension**

- Parents and chair of governors informed
- Discipline Committee either reinstate or uphold the exclusion.
- Upon return to school or if reinstated meeting with head/deputy head teacher to discuss reintegration and expected behaviour. Any changes in behaviour plan to be shared with parents

### **Permanent Exclusion**

- Parents, Chair and Clerk of Discipline Committee, LA Officer informed.
- Discipline Committee meet and consider all representations and reports (parents/child may attend).
- Discipline Committee either reinstate or uphold exclusion.
- Parents notified of right to appeal.
- If appeal successful, or reinstated child stays on behaviour plan.
- If appeal unsuccessful, remove child from school roll.

Serious incidents need to be treated on an individual basis and the circumstances investigated.

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include but not restricted to:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.
- Racist or homophobic behavior

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.

## **7.5 Reasonable force**

### **What is Reasonable Force?**

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from: Causing disorder, Hurting themselves or others, Damaging property, Committing an offence.
7. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **Use of Reasonable Force**

School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Reasonable force covers a range of interventions that involve physical contact with pupils.

- Use of force must always be 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
- Senior school leaders should support their staff when they use this power.

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, searches, screening

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, 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 herself.

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 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

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 Head Teacher to try and determine why the pupil is refusing to comply.

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

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

The authorised member of staff may use a metal detector to assist with the search.

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

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

### **Searching pupils' possessions**

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

- › Desks
- › Lockers
- › Bags

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

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

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

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

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

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

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

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). 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
- › 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 if 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, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, 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, 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 the role of the appropriate adult).

The pupil's parents 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, entitlement 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**

The DfE state the following in their guidance;

*Pupils' conduct outside the school gates- teachers' power: What the law allows:*

Teachers have the power to discipline pupils for misbehaviour outside of the school premises "to such and extent as is reasonable."

Where behaviour outside of school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

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 Head or Deputy Head Teacher will make the report.

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

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

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

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

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

The school's response will be:

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

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

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

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

## **7.11 Malicious allegations**

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

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

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

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

Please refer to our **child protection and safeguarding policy**.

### **Allegation Management Policy.**

## **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 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.

All staff have been trained to anticipate and remove triggers of misbehaviour and a range of resources are available in all classes to support children with their emotional regulation. Boarshaw Primary is an autism aware school and has an excellent nurture provision The **SEND Policy** provides more detailed information regarding support available to pupils.

## **9.2 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?

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

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 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 issue. If appropriate, the school may request an emergency review of the EHC plan. The SEN Team at Rochdale can be contacted via:

[Special educational needs – Rochdale Borough Council](#)

The School's Named SEN officer is:

The Head of Rochdale SEN is:

## **10. 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.

Children requiring additional support may be offered a key worker who will meet with them daily. Additional support could include:

- 1-1 or small group work with Mrs Evans
- 1-1 or small group work with the relevant class teaching assistant
- A personalised behaviour support plan
- A reward chart with the Head/ Deputy Head teacher.
- A personalised nurture provision timetable.

After a fixed term exclusion all children and parents are invited to a reintegration meeting.

## **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 related 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 needs of the pupils at the school
- › How SEND and mental health needs impact behaviour

- › De-escalation techniques

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix

## **13. Monitoring arrangements**

### **13.1 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 academic year by 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
- › 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.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and Governing Board 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 Chair of the Governing Board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Governing Board annually.

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

This behaviour policy is linked to the following policies

- › Child protection and safeguarding policy
- › Mobile phone policy
- › SEND Policy
- › Anti Bullying Policy
- › Allegation Management Policy.
- › Staff Code of Conduct (Guidance for Safer working Practice.)
- › Keeping Children Safe In Education 2022.

## **Appendix 1: written statement of behaviour principles**

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governing Board annually.



## Our behaviour policy explained

### Routines

- **Boarshaw brilliant** is the phrase we will use all the time with the children to encourage them to behave in the way we expect. Showing Boarshaw brilliant standing is standing with hands behind their backs. Showing Boarshaw brilliant sitting on the carpet is sitting with legs crossed and hands on knees. Boarshaw brilliant sitting at desks, backs straight and arms folded.
- **Boarshaw walk** whilst moving around inside school children should always show the Boarshaw walk- hands behind backs walking in single file and on the left.
- **Meet and Greet** as children enter the classroom they must be greeted by an adult using the greeting symbols.
- **Hands up** to gain silence. Adults will raise both hands and wait silently for children to follow. Once all hands are up instructions can then be given.
- **Tremendous Transitions** at lunchtime and playtimes the bell is an adult indicator of the end of sessions. The adult on duty must blow the whistle once and children should freeze. The whistle is then blown again and children are to 'Boarshaw Walk' to their line and then calmly walk into school. Adults need to position themselves at the entrances to remind children about 'Boarshaw Walk' inside.

### In class steps

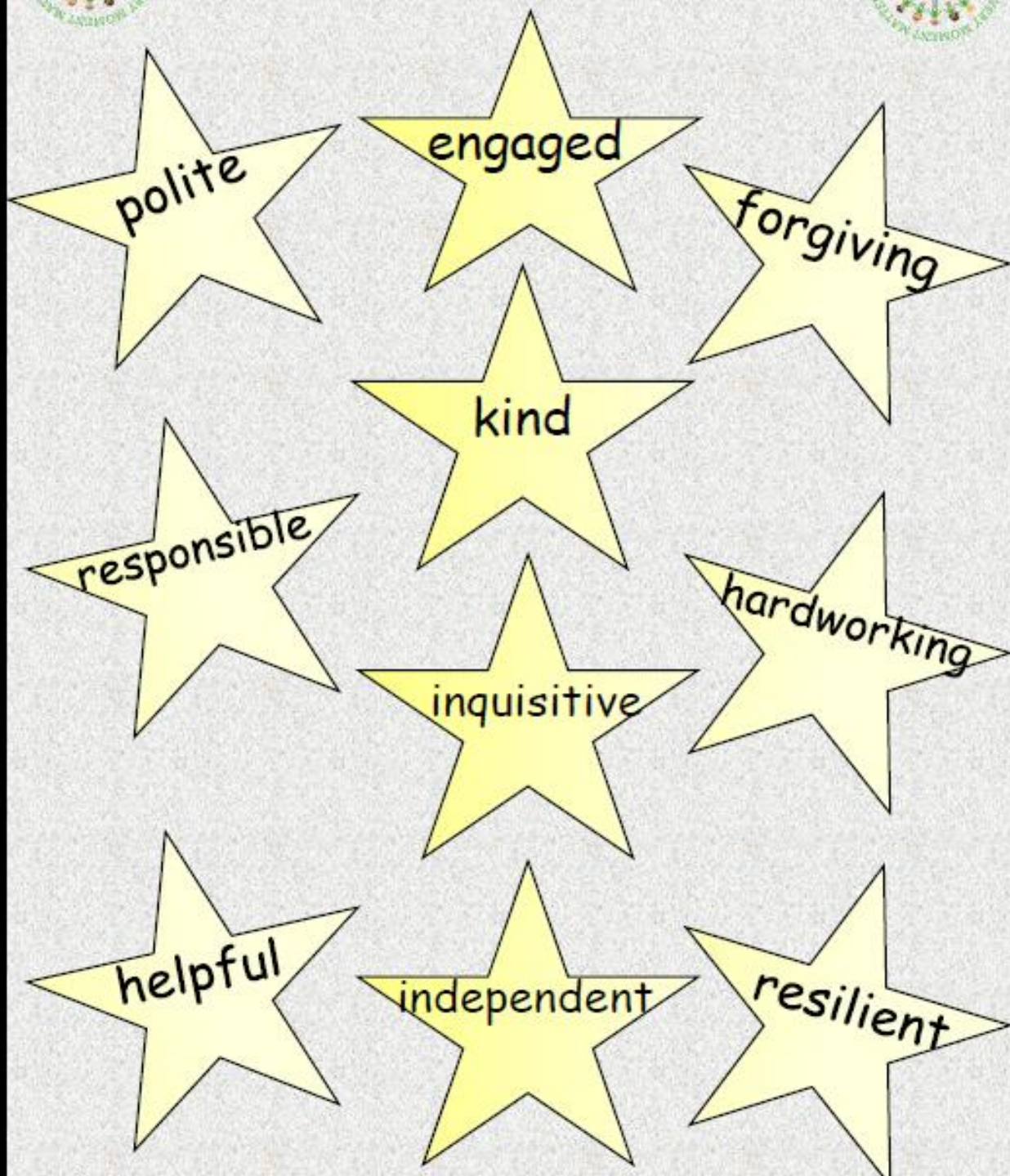
- **Drive by-** an adult goes close to the child not engaging in discussion and says, "I've noticed that...I need you to..."
- **Warning-** "Remember I need you to... this is your warning."
- **Last chance-** "..., this is your last chance. I need you to."
- **Consequence-** Time out in a specific area of the classroom
- **Repair-** When the child is calm a restorative conversation is to take place in private using the rebuild and repair questions.
- **PRAISE IN PUBLIC REMIND IN PRIVATE**

### When we go over and above...

- **Boarshaw Brilliant** – We give genuine praise for being Boarshaw Brilliant and children may be given stickers to recognise their achievements.
- **Recognition Board-** Every class must have a recognition board. Adults will place children on the recognition board for showing one of our Boarshaw Values- polite, engaged, forgiving, kind, responsive, hardworking, inquisitive, helpful, independent and resilient. Children will be awarded 5 Dojo points relating to the value they have shown. By the end of the week it is hoped all children will be on the recognition board and names are removed at the end of the week. Children cannot be removed from the recognition board during the week.
- **Boarshaw Brilliant Award Slip-** These can be sent home anytime with a little message to share with parents how their child has been Boarshaw Brilliant.
- **Top Table-** One child each week on the recognition board will be chosen to go on the special table for lunch on a Friday.
- **Celebration assembly-** each week one child from each class will receive a special certificate in assembly.
- **Dojo-** Dojo points will only be awarded for daily Boarshaw Brilliant and recognition board values (see above). At the end of the day the teacher will award the Boarshaw Brilliant Dojo to those who have shown Boarshaw Brilliance all day. Dojo will also be used to send messages of praise and pictures of children's good work.

- **Gems in the jar-** Each class will collect 100 gems in a jar. These could be for whole class good behaviour or individual children could add one for excellence. The class needs to agree on a treat before the jar is full and this needs to be displayed in the classroom. Once a class has filled their jar the class needs to take a large gem to Friday assembly and it will be added to Ms Harland's Big Gem Jar. When 10 gems have been collected in this jar a whole school treat will be given.

At Boarshaw we recognise children who are...



polite

engaged

forgiving

responsible

kind

hardworking

helpful

independent

resilient

 <b>Boarshaw Primary School</b>  <b>Let's be 'Boarshaw Brilliant' – 'Every Moment Matters'</b>		
<b>Our Rules</b>		
<b>Be Ready</b>	<b>Be Respectful</b>	<b>Be Safe</b>

**I We are.....**

- Calm and consistent;
- Happy and engaged;
- Listened to and loved;
- Responsible and caring;
- Polite and friendly.

**We will.....**

Praise in public.

Remind in private

Not shout.

**Our routines are.....**

- Boarshaw Brilliant
- Boarshaw Walk
- Meet and greet
- Hands up for silence
- Tremendous transitions

**Our in class steps.....**

- **Drive by** (Reminder) *"I've noticed that...."*
- **Warning**  
*"I need you to ... this is your warning."*
- **Last chance**  
*"..., this is your last chance. I need you to."*
- **Consequence**  
Time Out
- **Repair**  
conversation in private.

**Our phrases .....**

- I will listen to you...right time, right tone, right place.
- That's not showing me Boarshaw Brilliant.
- I've noticed that ...
- Thank you for...
- I need you to... thank you.
- Let me remind you...
- Remember our rules, Ready, Respectful and Safe
- When you're ready I'm here....

**When we go 'over and above'...**

- We are Boarshaw Brilliant
- We are recognised for meeting the Boarshaw Values on our Recognition Board.
- Star of the week
- Boarshaw Brilliant Award slip sent home
- Genuine praise
- Share positive feedback – class dojos/in person/phone call
- Class Gem Jar and Boarshaw Big Gem Jar
- Fabulous Friday Lunch

**We manage moments.....**

- I understand that you ...but our rules at Boarshaw are be ready, respectful and safe.
- Be that as it may, my expectations are ...
- I will listen to you, right time, right tone, right place.

**We rebuild and repair....**

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?



## Appendix 4: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

**Insert details of how to contact the school to arrange the meeting.**

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, \_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_