

Rakegate Primary School



Behaviour & Discipline Policy

The Vision

We will provide a safe, happy and creative environment in which school and families can work together to enable the children to learn effectively. We believe all children can reach their full potential by equipping them with the skills and knowledge required for a rapidly changing world.

Throughout their time at Rakegate, we will be installing the values of: Respect, Ambition, Curiosity and Health.

Our Values

Respectful

Accepting of others Patience Kind Caring
Compassionate Manners Trust Listening

Ambitious

Enthusiasm Passion Aim high Endurance Trying something new
Don't give up Believe in yourself Encouraging others

Curiosity

Ask questions Love of learning Independent
Motivated Thirst for knowledge Resourceful

Healthy

Healthy minds Healthy bodies Safe
Digitally Aware

The School Rules

1. We listen and follow instructions.
2. We work without disturbing others.
3. We are always polite and respect others.
4. We look after property and belongings.

This policy aims to:

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

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

Objectives

1) Respect for self

- to have due regard for appearance
- to have pride in work, class, school
- to be well-motivated
- to have independence in work
- to have self-control and discipline
- to be secure and have controlled self-confidence
- to understand they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

2) Respect for others

- to have respect for adults, including teachers, supervisory assistants and visitors to the school – to be well-mannered, courteous and polite
- to be co-operative to both adults and peer group including respect for others' speech and developing an ability to listen
- to be empathetic – caring
- to be tolerant of others whatever sex or race
- to be helpful

- to be safety conscious
- to treat others as you would like to be treated yourself and to avoid name calling, whether in fun or seriousness

3) Respect for community and property

- respect for own, or other people's, school and community property
- to observe safety regulations
- to care for the environment – class, school and community

Guidelines

It is important for:

- **all staff** in a school to know the rules and objectives.
- parents to be made aware of rules through the school prospectus and reminders on occasions in letters sent home and through home/school agreement
- children to be reminded of rules by class teachers and through assemblies

It is also important that the adults around school portray a good role model in abiding by the same rules and by their attitudes towards one another. When rules are given it is important to make it clear why rules are necessary.

The policies in this document apply equally to on-school activities and off-site activities.

Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- 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 governing body
- Giving due consideration to the school's 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
- 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

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
- Some children may require an individual behaviour plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.
- 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.

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.

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 do not 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.

Rules, routines and consequence systems

1) Respect for self

- Staff should encourage school uniform in own classes – praising the good and quietly discouraging those not in school uniform, with due regard for dress associated with religious convention.
- to have pride in work, class and school.

2. Respect for Others

- Respect should be shown by all children to all adults in school. Any signs of politeness should be rewarded by praise and reminders should be given to those forgetting. Please, thank you, waiting for adults, not interrupting – just some of the social conventions which should be evident throughout the school.
- Respect to peer group. Children should realise that it is their responsibility to share knowledge about bullying, racial or social harassment and be clear that such behaviour is a serious offence against the school community.
- Respect for community and property.

We expect all staff to:

- Have high expectations of all children
- have clear rules – make them explicit (classroom organisation)
- are firm but fair
- avoid confrontations
- when they punish children they allow opportunities for the child to save face
- do not publicly reprimand children
- like and respect children
- are good humoured and trusting

Encouraging good behaviour

We promote good behaviour by:

- making positive remarks about everyday acts of consideration
- encouraging older children to look after younger ones
- devoting teaching time to issues of mutual respect
- drawing good behaviour to the attention of others
- giving rewards
- developing good role models and giving these a high profile through the school (peer mentors, monitors etc.)

Strategies that may be used to promote good behaviour

- Use signals to encourage good behaviour e.g. hand signals/clapping patterns
- Verbal reminders that are anonymous (e.g. 'We are just waiting for 3 children to....')
- Positive praise for children who are displaying behaviour looked for (e.g. 'Well done X and X. I can see you are.....')
- Ensure that a stated course of action is followed up
- Keeping your tone of voice low when addressing misbehaviour
- Helping the child to 'save face' in front of others to avoid escalation of poor behaviour
- Reflection time (to think about behaviour) and then opportunity to make amends

Rewards

We aim to be positive in our approach and to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and in the school as a whole. Rewards include:

- System of rewards in own class e.g. planet point charts, children's own individual reward card, stickers, star/pupil/child of the day
- Headteacher stickers/wrist bands or Deputy Headteacher stickers
- Weekly WOW certificates awarded in assembly for achievement
- WOW work displayed in classrooms
- Communication to parents/carers about good work through Marvellous Me
- Behaviour awards at the end of each half term
- Lunchtime supervisor stickers
- Positive reinforcement through social communication – smile – quietly noticing and remarking on something good to the child
- Golden Time
- Hot Chocolate Friday
- Half termly postcards home

Planet Points

A system of planet points operates across the school. Each child will be allocated to a planet group to work collaboratively to collect and earn points as a team. The planet groups are: Jupiter (yellow), Mars (red), Saturn (green) and Venus (blue). Points are collected weekly and the winning planet group is awarded the planet trophy on Friday. At the end of each half term, the planet with the most points is awarded with an own clothes day. It is intended to reward positive attitudes and behaviours and encourage good manners in all aspects of school life.

In particular, planet points can be awarded for:

- Positive attitudes, behaviours and effort in learning (staying on positive stage all day)
- Positive attitudes, behaviours and effort in school activities, e.g. sporting event, trips and visits, sporting events, charity events etc.
- Displaying the school values

Behaviour Traffic Light System

Each class uses a behaviour chart to track children's behaviour. We use a red, amber and green traffic light system for behaviour. This is a positive behaviour strategy to enforce our school rules, and to ensure a safe and positive learning environment. Within each classroom there is a chart displaying all children's names.

- Each day the children start on the positive stage, green. (By staying on green, this indicates a consistent following of the school and class rules.)

Occasionally, children will need a reminder of the behavioural expectations in school which could lead to them receiving a warning or moving to amber or red, depending on the severity of the incident. If behaviour is at the extreme level as stated below, this should be referred to a member of the Senior Leadership Team. Please see a guidance list below for examples of each level. (This is not an exhaustive list and can be left to staff's own professional judgement of the situation)

- If a child moves to an amber or a red stage, staff will need to discretely move their name on the chart and record incident on CPOMS.

Golden Time

Within each classroom there is a chart displaying all children's names against minutes lost in 5 minute intervals.

- At the beginning of each week, all children start with 30 minutes of Golden Time.
- For Amber stage, children will lose 5 minutes of Golden Time and for Red stage, children will lose 10 minutes
- Children will have the opportunity to earn back part/all of their golden time during the day/week by making a concerted effort to follow the school and class rules.

Sanctions

Verbal warning

- Out of seat
- Calling out
- Not listening/ paying attention
- Pushing others
- Running indoors
- Refusing to work
- Persistent talking

Range of Possible Sanctions

- Informal gesture: eye contact, frown, gesture.
- A private reminder about the behaviour we wish to see - inviting them to make the right choice.
- Move to amber on the behaviour chart if these actions are persistent.

Movement to amber

- Distracts others
- Throwing objects
- Mild physical contact
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hides work or resources
- Interferes with other's property
- Minor deliberate damage
- Leaves the room without permission
- Telling lies
- Rough play

Range of Possible Sanctions

- Missing part of golden time
- Isolate in class/parallel class
- Report to phase leader
- Movement on the behaviour chart to amber
- Repeated incidences can be escalated to red

Movement to red

- Uses obscene words to offend
- Causes hurt intentionally
- Verbal abuse of adults
- Answering back or constantly questioning adults' decision
- Refuses to obey instruction
- Destroys own/others' work
- Insulting, name calling including racist and homophobic language
- Damage to property or equipment
- Threatening behaviour
- Bullying or stealing

Range of Possible Sanctions

- Missing part of golden time
- Isolate in other year group class
- Report to phase leader
- Sent to DHT/HT
- Child put onto a daily behaviour chart
- playtime or lunchtime detention
- Parents informed depending on severity

Extreme level

- Physical or violent behaviour
- Sexualised behaviour or assault
- Serious damage to property
- Carrying a weapon with the intention to wound (e.g. knife)
- Persistent bullying including sexist, homophobic, racist threats and abuse
- Carrying, supplying or abusing drugs

Range of Possible Sanctions

- Sent to DHT/HT
- Meeting with parents/carers
- Removal from the class to the isolation room
- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

Reporting

Following an incident, teachers and support staff complete a record of this on CPOMS. This is then analysed by the SLT to track patterns in behaviour and implement appropriate interventions. This information is reported to the Governing Body termly. When removal, suspension or exclusion occurs parents/carer will be informed.

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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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

Off-site misbehaviour

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

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

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

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

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

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.

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 then a member of SLT 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.

Zones of Regulation

What are Zones of Regulation?

The Zones of Regulation is a framework which supports children to self-regulate their emotions. Self-regulation can go by other names such as self-control, self-management and impulse control. This approach is designed to help children recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones - green, blue, yellow and red. Each coloured zone has emotions associated with it which children can use to reflect on how they are feeling. Each coloured zone has associated tools/strategies which support children to be able to self-regulate and manage their emotions.

Green Zone - Ready to learn. The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

Blue Zone - Running slow. The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

Yellow Zone – Caution. The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red Zone - Stop The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

All children will be introduced to the Zones of Regulation in class. Children will be encouraged to reflect on which zones they are in at particular points in a day and which strategies they can use to get back to the green zone (ready to learn).

Regulation Station

Each classroom will have a 'Regulation Station' which all children have the opportunity to access for five minutes if they feel that they need support to self-regulate their emotions. A number of resources will be available for them to use.

How can I support my child at home?

To support our work in school on developing emotional regulation, we would encourage you to discuss this at home too. Here are some ideas of questions you might like to use at home:

- *Which zone are you in?*
- *What tools/strategies could you use to get back into the green zone?*
- *Tell me about a time you were in the red zone and how you dealt with it.*
- *How would you support someone who is in the red/blue/yellow zone?*

Responding to misbehaviour from pupils with SEND

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.

- Set 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 requirement for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (regulation station, sensory room or nurture room) where pupils can regulate their emotions during a moment of sensory overload

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.

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.

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

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.

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer-on-peer abuse within our school and beyond.

Our school recognises that children are vulnerable to, and capable of, abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Child on Child will not be tolerated or passed off as part of "banter" or "growing up" and we understand that non recognition/downplaying the scale and scope will lead to a culture in the setting of unacceptable behaviour, an unsafe environment and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

We recognise that Child on Child can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery.
- Bullying
 - Radicalisation
 - Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour.

In cases where Child on Child Abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation. Some of these behaviours will need to be handled with reference to other policies in school such as the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

Pupil transition

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.

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.

Training

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

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Mobile phones

Mobile phones are not permitted to be used in school. Any children bringing a mobile phone to school, must switch it off on premises and hand into the main office.

Assaults on Staff

In the unlikely event of staff being assaulted the Governing Body is fully supportive of staff in the course of their duty and would wish to encourage staff to report and such incidents of physical/verbal assault.

- Teachers complete an incident report form available from the main office.
- The assaults will be reported to the Governing Body.

Suspensions and Permanent Exclusions

In certain circumstances where all other avenues have been explored, exclusion may be used. Wolverhampton LA procedures and DFE Guidance July 2022 will then be followed. Where a child's behaviour is deliberately aggressive, either verbally or physically, the Headteacher and Governing Body reserve the right to use fixed term or permanent exclusion as a strategy for managing the situation. Reasons for exclusion include:

- Physical assault against a pupil,
- Physical assault against an adult,
- Verbal abuse/threatening behaviour against a pupil,
- Verbal abuse/threatening behaviour against an adult,
- Bullying,
- Racist abuse,
- Sexual misconduct,
- Drug and alcohol related,
- Damage,
- Theft,
- Persistent disruptive behaviour.

This list is not exhaustive and may include other behaviours not listed e.g.: persistent daily disruption, swearing etc.

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to the pupils.

Prohibited items 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)

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Monitoring arrangements

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 half by SLT.

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 protected characteristic
- Severity of behaviour

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.

Reviewing this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the F&GP committee. The policy will be published on the school website.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the F&GP meeting annually.

Related Policies

Anti-bullying Policy
Positive Handling Policy
Child Protection and Safeguarding

Approved:

Signed: _____ Chair of Governors

Signed: _____ Headteacher

Date: 22.09.2023

Appendix 1 – Supporting Principles and Practice

Use of Force – The school has adopted the Team Teach approach to managing children (see Positive Handling Policy)

Firm section 55A of the Education Act 196: The use of force to control or restrain pupil: See Circular, 10/98 for further guidance from DFEE.

- This Act does **NOT** allow for the use of corporal punishment in the school
- The law **Forbids** a teacher to use any degree of physical contact which is deliberate to punish a pupil
- If there is a child in school who is likely to behave in a way that may require control then it would be sensible to plan for this.

When reasonable force can be used - The school has adopted the Team Teach approach to managing children (see Positive Handling Policy)

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour prejudicial to maintaining good order and discipline on a field trip, swimming etc)

Defusing Anger – Dealing with Conflict

We aim to adopt the 'Team Teach' approach

- Listen actively
- Acknowledge the other person's distress, "I can see that you are upset."
- Don't become defensive, argue, excuses, express your desire to help the problem/issue, "I am here to help."
- Stay calm and be aware of your body language, use a normal tone of voice and a calming approach.
- Ask appropriate questions to get the facts, "Talk and I will listen."
- Demonstrate understanding, "It sounds like this has been bothering you for some time".
- Once the other person has become calm, move on to solve the problem, giving information, suggesting solutions etc.

NB Distress makes it difficult for people to listen. Deal with the distress first, then move on to using reason to deal with the issues.

Coping with Confrontations

- Be aware of your own flashpoints. Each day remind yourself not to over-react.
- Watch your own body language – is it threatening?
- Remain calm, control your anger
- Speak with quiet authority – do not shout, plead, threaten or use sarcasm.

- Try to have a quiet, private word with the pupil without an audience. Pupils appreciate this.
- Explain your role and reasons
- Avoid being drawn into arguments – you decide what is the important issue.
- Avoid competing with children where they have the edge, e.g. chasing them
- Only condemn the action not the child e.g. “Kicking is really naughty” not “You are really naughty”.
- Describe what you think and feel e.g. “I do not like to see people being hurt” rather than “You” statements e.g. “ You have made me cross”
- Give the pupil chance to back down or to make amends.
- Treat all pupils fairly, whatever their reputations
- Do not feel pressurised to make snap decisions or hand out instant punishments, let things cool.