



# Behaviour Policy

## Dursley C of E Primary Academy

Our vision is to enable all to flourish.

Status & Review Cycle:	Statutory and Annual
Responsible group:	The Trust with LGB contextual amendments and ratification
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## **Contents** (click to follow links)

- 1.** Aims
- 2.** Scope and Application
- 3.** Legislation
- 4.** Publication and Availability
- 5.** Definitions
- 6.** Responsibility Statement and allocation of tasks
- 7.** Promoting high expectations of good behaviour
- 8.** Responding to unacceptable behaviour
- 9.** Minor breaches of discipline / this policy
- 10.** Serious and / or persistent breaches of discipline / this policy
- 11.** Suspected criminal behaviour
- 12.** Removal from the classroom
- 13.** Intervention, support and reintegration
- 14.** The role of parents
- 15.** The role of pupils
- 16.** Additional needs
- 17.** Safeguarding and child-on-child abuse
- 18.** Malicious allegations
- 19.** Use of reasonable force
- 20.** Searching pupils
- 21.** Staff training
- 22.** Risk assessment
- 23.** Record keeping

## **Appendices:**

1. School behaviour expectations and routines
2. Removal from the classroom
3. Rewards and sanctions
4. Investigations of incidents and alternative action
5. Use of reasonable force and other restrictive interventions
6. Searching, screening and confiscation
7. Legislation, guidance and advice

## **1.0 Aims**

### **1.1 The aims of this policy are to:**

- create a calm, safe and supportive environment free from disruption in which pupils can thrive and flourish both in and out of the classroom and reach their full potential
- create, promote and maintain high expectations of good behaviour amongst pupils through a whole school approach to behaviour
- actively promote and safeguard the welfare of pupils at the school and to protect all who come into contact with the school from harm
- ensure, so far as possible, that every pupil in the school is able to benefit from and make their full contribution to the life of the school
- set out a clear and fair process for the proper investigations of allegations of poor behaviour and/or breaches of discipline
- encourage pupils to accept responsibility for their behaviour
- consider how negative behaviours can be prevented or prevented from recurring
  - enable staff to respond to incidents of misbehaviour promptly, predictably and with confidence
- set out the sanctions in the event of pupil misbehaviour
- help promote a whole school culture of safety, equality, inclusion and protection
  - Dursley C of E Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach all pupils self discipline, personal responsibility and understanding of the impact of their actions. It echoes our core values with a heavy emphasis on respectful behaviour, using a restorative, partnership approach to support behavioural choices and dynamic interventions that support both staff and learners. We respond sensitively, with empathy , to the needs of others to enable all to flourish, and shine brightly so that we can make a difference.

1.2 This policy forms part of the school's whole school approach to promoting child safeguarding and wellbeing, which seeks to involve everyone at the school. This is to ensure that the best interests of pupils underpins all decisions, systems, processes and policies.

1.3 Although this policy is necessarily detailed, it is important that our policies and procedures are transparent, clear and easy to understand for staff, pupils, parents and carers. We welcome feedback on how we can continue to improve our policies.

## **2.0 Scope and application**

2.1 This policy applies to the whole school including the Early Years Foundation Stage (EYFS).

2.2 This policy, together with the Anti Bullying Policy applies at all times when a pupil is:

- in or at the school (to include any period of remote education).
- representing the school or wearing school uniform.
- travelling to or from the school.
- on school organised trips.
- associated with the school at any time.

2.3 This policy also applies to pupils at all times and places in circumstances where failing to apply this policy may:

- affect the health, safety or wellbeing of a member of the school's community or a member of the public
- have repercussions for the orderly running of the school; or
- bring the school into disrepute

### **3.0 Legislation**

3.1 This policy has been prepared to meet the school's responsibilities under the relevant legislation, guidance and advice. This can be found at Appendix 7.

### **4.0 Publication and availability**

4.1 This policy is published on the school's website and is available in hard copy on request.

4.2 A copy of the policy is available in the School Office, and parents will be reminded of this on an annual basis. A copy of the policy is also available for inspection from the school office during the school day.

4.3 This policy can be made available in large print or another accessible format if required.

### **5.0 Definitions**

5.1 Where the following words or phrases are used in this policy:

- References to Parent or Parents means the natural or adoptive Parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive Parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. foster carer / legal guardian)
- References to school days mean Monday to Friday when the school is open to pupils during term time. The dates of terms are published on the school's website.

### **6.0 Responsibility statement and allocation of tasks**

6.1 The Trust Board has overall responsibility for all matters which are the subject of this policy and will review the policy annually.

6.2 The Trust Board will review the effectiveness of the policy through reports from the DCEO.

6.3 The Trust Board is aware of its duties under the section 149 of the Equality Act 2010

and the requirement to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust Board is required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.4 Any sanction imposed on a pupil will be reasonable, legal and proportionate and account will be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

6.5 School leaders will:

- Be highly visible, routinely engage with pupils, parents and staff on setting and maintaining the behaviour culture.
- Create an environment where everyone feels safe and supported in line with the school's unique Christian vision.
- Play a crucial role in making sure all staff understand and maintain the school's behaviour approach and the expectations of the school.
- Make sure all new staff are thoroughly inducted into the school's behaviour culture.
- Ensure staff have adequate training to enable them to meet their duties within this policy for example on matters such as how certain special educational needs, disabilities or mental health needs may at time affect a pupil's behaviour.
- Encourage engagement with experts e.g. educational psychologists, advisory teachers and mental health support teams to positively support the behaviour culture.

6.6 School staff will:

- play an important role in developing a calm and safe environment for pupils and establish clear boundaries of acceptable pupil behaviour.
- uphold the whole school approach to behaviour by teaching and modelling expected behaviour and positive relationships; as defined in this policy, so pupils can see examples of good habits and feel confident to ask for help when needed.
- challenge pupils to meet the school expectations and maintain boundaries of acceptable conducts.
- communicate school expectations, routines, values and standards (set out in 0) both explicitly through teaching behaviour and in every interaction with pupils.
- consider the impact of their own behaviour on school culture and how they can uphold the school rules and expectations alongside the Trust's Code of Conduct.

6.7 Specific and individual responsibilities are set out below:

<b>Task</b>	<b>Allocated to</b>	<b>When/frequency of review</b>
Reviewing induction and ongoing training for staff	Heather Gregory Dawn Delmaine	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Heather Gregory	As a minimum annually, ideally termly, and as required
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the school's processes under the policy	Heather Gregory	As a minimum annually, ideally termly, and as required

## **7.0 Promoting high expectations of good behaviour**

- 7.1 Pupils learn about good behaviour through the operation of the school's curriculum, PSHE, (relationships education/relationships and sex education] programme/s) and the school's pastoral support systems. Pupils are encouraged to act responsibly and to accept responsibility for their behaviour. This includes teaching pupils explicitly what good behaviour looks like (for example, through the teaching of good habits and routines). The school's approach to teaching the behaviour curriculum is set out in 0. This will also include induction to school systems and routines on joining the school and re-induction after removal from the classroom, time spent at off-site provision or in pupil support units and following suspension.
- 7.2 The school understands that rewards can be more effective than sanctions in motivating pupils. The ways in which we reward good behaviour are set out in 0.
- 7.3 The school recognises that where challenging behaviour is related to a pupil's disability, use of positive discipline and reward methods rather than sanctions may enable the school to manage the pupil's behaviour more effectively and improve their educational outcomes.
- 7.4 Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred e.g. if the pupil has suffered a bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

## **8.0 Responding to unacceptable behaviour**

- 8.1 When a member of school staff becomes aware of misbehaviour, they should respond in a consistent, fair, proportionate and timely manner in accordance with this policy and the agreed school's approach.
- 8.2 The first priority will be to ensure the safety of pupils. De-escalation techniques can be used to prevent further behaviour issues arising.
- 8.3 The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should be used at the same time if necessary.

## **9.0 Minor breaches of behaviour expectations**

- 9.1 The school adopts a culture of openness and transparency and, where there are parental concerns regarding breaches of behaviour expectation, parents should contact the school at the earliest opportunity. All concerns will be treated seriously.
- 9.2 The school has a range of systems, including pastoral support, to assist pupils in managing their behaviour. A range of sanctions are available for those who breach the school's policies on behaviour, (see Appendix 3 for details of possible sanctions).
- 9.3 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.
- 9.4 Allegations, complaints or rumours of minor breaches of behaviour expectation are dealt with by staff as they occur. Staff may carry out fact finding including interviews with the pupils involved. Low level sanctions may be given following such processes (see 0 for details of possible sanctions).
- 9.5 A minor breach of behaviour expectation may be referred to a senior member of staff and external agencies (where appropriate) prior to, during or following fact finding.
- 9.6 When deciding on an appropriate sanction, consideration will be given to the risks that a pupil's behaviour poses to their own welfare and, where relevant, to the welfare of other pupils and the wider school community. This includes reflecting on how any action, sanction, or lack of action may affect those involved.

## **10.0 Serious and / or persistent breaches of behaviour expectation**

- 10.1 Allegations, complaints or rumours of serious and / or persistent breaches of behaviour expectation should be referred to the headteacher.
- 10.2 The decision to issue a sanction and the sanction itself must be made on the school's premises or whilst the pupil is under the charge of the relevant member of staff.
- 10.3 The main categories of poor behaviour which are likely to be considered to be serious breaches of discipline include, but are not limited to:
  - physical violence and / or abuse (which may include but is not limited to

- hitting, kicking, shaking, biting and hair pulling
- physical or emotional abuse or harassment (to include behaviour that may be categorised as "banter".)
- behaviour which may constitute a criminal offence, such as:
  - possession or use of firearms, knives or other weapons.
  - vandalism, defacement and / or destruction of school property.
- persistent breaches of behaviour expectation, attitudes or behaviour which are inconsistent with the school's ethos.
- actual or attempted theft, blackmail, intimidation, cyber-based bullying or prejudice-based bullying, discriminatory based bullying or other potentially criminal offences including being an accessory or conspirator.
- behaviour in contravention of the school's policies on the acceptable use of technologies or online safety.
- other misconduct which affects the welfare of a member or members of the school's community, or which brings the school into disrepute (single or repeated episodes) on or off the school's premises.

10.4 The school aims to operate within the principles of fairness and natural justice. A decision to exclude a pupil permanently will only be taken:

- in response to a serious breach and / or persistent breaches of this policy; and
- where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others such as staff or pupils in the school.

10.5 An allegation, complaint or rumour of a serious breach of behaviour expectations will be investigated in accordance with the procedures set out in 0.

10.6 Complainants will be taken seriously, and the school has a duty of care to both complainants and those pupil(s) accused. The school encourages reporting concerns. A complainant is not creating a problem by reporting an allegation, complaint or rumour and should not feel ashamed or embarrassed for making a report.

10.7 If the findings of the investigation, on the balance of probabilities, support the allegation, complaint or rumour of a serious breach of discipline, a disciplinary meeting may be held in accordance with the procedures set out in 0.

10.8 00 sets out a non-exhaustive list of possible sanctions which may be imposed for serious and / or persistent breaches of discipline / this policy.

#### **11.0 Suspected criminal behaviour**

11.1 Before investigating a behaviour incident, the school will consider whether a criminal offence may have been committed, and whether or not this needs to be reported to the Police.

11.2 The school will carry out only the investigations needed to understand the situation. Before making any decision, it will consider its safeguarding duties and balance the impact of reporting the matter to the Police on the mental health and wellbeing of the pupils involved (including any victims or alleged perpetrators) against the risks of not reporting it.

- 11.3 Where a report is made to the Police, the school will not act in a way which could prejudice a criminal investigation or tip off anyone who may be involved. The school will keep in mind that any records created (including witness statements) may be requested by the Police for use within criminal proceedings, with potential disclosure to other parties.
- 11.4 Depending on the individual circumstances of the case, and usually having liaised with the Police, the school may decide to continue its investigation and impose sanctions.
- 11.5 The school will follow its Safeguarding and Child Protection Policy and procedures at all times. When a report is made to the Police, it may also be appropriate to notify Children's Social Care. Leaders will follow the local referral routes set out in the school's Child Protection and Safeguarding Policy.

## **12.0 Removal from the classroom**

- 12.1 This section must be read alongside 1 below.
- 12.2 The school will only remove a pupil from the classroom for serious disciplinary reasons, as a formal sanction under this policy. Removal from the classroom is different to the use of separate spaces (for example, sensory / nurture rooms used for non-disciplinary reasons to meet a pupil's needs).
- 12.3 Removal from the classroom will only happen for the following reasons:
- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
  - to enable dysregulated pupils to be taken to a place where education can be continued in a managed environment; and
  - to allow the pupil to regulate in a safe space.
- 12.4 The school will consider whether removal from the classroom is proportionate and will consider the circumstances of each individual case, with parents being notified on the same day.
- 12.5 The school will provide any pupil who is removed from the classroom continuous meaningful education during any period of removal once the pupil is regulated and in a safe place to do so.
- 12.6 The headteacher will maintain overall strategic oversight of the use of removal from the classroom.

## **13.0 Intervention, support and reintegration**

- 13.1 The school will, as far as practicable, adopt a range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of suspension and permanent exclusion. The school has a system in place to ensure leaders are aware of pupils whose behaviour is a cause for concern.
- 13.2 The range of intervention strategies that the school will put in place include as appropriate, but are not limited to:
- frequent and open engagement with parents.
  - providing mentoring and coaching.
  - short-term behaviour report cards or longer-term behaviour plans.

- the use of Alternative Provision
- engaging with local partners and agencies to address specific challenges such as managing anger, a lack of resilience and difficulties with peer relationships and social skills.

13.3 Where the school has serious concerns about a pupil's behaviour it will consider appropriate interventions, including but not limited to, whether an assessment of a pupil's SEND is appropriate. If a pupil has an Education, Care and Health Plan (EHCP), whether an emergency review is appropriate and / or whether a multi-agency assessment is appropriate. If the child currently has a social worker, the appointed person will be informed.

13.4 Following a sanction, the school will consider appropriate strategies to help the pupil(s) involved understand how to improve their behaviour and meet the behaviour expectations of the school. As far as reasonably practicable, appropriately trained designated staff will deliver this support.

13.5 The school will consider and apply appropriate strategies for the reintegration of a pupil following removal from the classroom. This may include but is not restricted to time at a time at an alternative site under an off-site direction or suspension.

#### **14.0 The role of Parents**

14.1 The school seeks to work in partnership with parents and carers on matters of behaviour, helping to develop and maintain good conduct within the school community. It is part of parents' responsibilities to support the school's behaviour policies.

14.2 The school will ensure that the Behaviour Policy is clearly communicated to all members of the school community, including parents and carers, as this is essential to building and maintaining the school's culture.

14.3 Where a parent/carers has a concern about the management of behaviour, they should raise this directly with the school whilst continuing to work in partnership with them.

14.4 Parents will normally be informed as soon as reasonably practicable of any concern that their child has been involved in serious misbehaviour but may be prevented from doing so immediately e.g. by the police if they are involved.

14.5 Parents will be notified of sanctions:

- imposed for significant minor breaches of behaviour expectations (persistent minor breaches such as repeated disruptive behaviour); and
- those imposed for serious breaches of behaviour expectations and any rights of review as required (for example suspension and exclusion).

14.6 Parents will be consulted about their child's behaviour and the application of this policy to their child,

14.7 Whenever the headteacher excludes a pupil, they must, without delay, notify parents of the period of the exclusion and the reason(s) for it, in accordance with section 51A Education Act 2002 and the statutory Suspension and Permanent Exclusion Guidance.

## **15.0 The role of pupils**

- 15.1 Every pupil will be made aware of the school behaviour standards, expectations, pastoral support and the school's approach to rewards and sanctions. Pupils will be taught they must follow the school behaviour policy and uphold the school rules and should positively contribute to the school culture.
- 15.2 Pupils should be asked about their experience of behaviour and asked to provide feedback on the school's behaviour culture. Every pupil will be supported to understand and achieve the behaviour expectations.

## **16.0 Children with Additional needs**

- 16.1 Where the school has concerns about the behaviour, or the risk of exclusion, of a child with additional needs, a pupil with an EHCP or a looked after child this should be undertaken in partnership with others (including the local authority where required). Any appropriate additional support or alternative provision should be considered. This should involve assessing the suitability of provision for a pupil's SEN or disability. Where a pupil has an EHCP, the school should consider requesting an early annual review or interim / emergency review.
- 16.2 The school will, as far as possible, try to anticipate likely triggers of misbehaviour and put support in place to prevent these. Any preventative measure should consider the specific circumstances and requirements of the pupil concerned.
- 16.3 The headteacher and Trust Board must comply with their statutory duties in relation to SEN and disability and the Equality Act when administering the exclusion process. This includes having regard to the SEND Code of Practice.
- 16.4 Whilst an exclusion may still be an appropriate sanction, the headteacher should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it becomes known that the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- 16.5 The school will ensure that, for any pupil who has a disability as defined by the Equality Act 2010, leaders make reasonable adjustments to this policy and its implementation in order to avoid substantial disadvantage to that pupil. In making such adjustments, the school will have regard to the following:
- whether reasonable steps have been taken to understand and address the pupil's educational and or other needs or vulnerabilities.
  - whether all reasonable adjustments have been made to try to manage the behaviour(s) which are under consideration.
  - whether the action to be taken under this policy is a proportionate means of achieving one or more of the school's legitimate aims, which include:
    - ensuring the health and safety of pupils and staff
    - ensuring that education, benefits, facilities and services are targeted at those who most need them
    - the fair exercise of powers
    - maintaining academic and behaviour standards
    - ensuring the well-being and dignity of pupils.
- 16.6 If there is a concern that a pupil's behaviour is as a result of unmet educational or

other need, advice should be sought from the headteacher / SENDCO. Further action in accordance with the school's special educational needs and disability policy will be considered.

## **17.0 Safeguarding and child-on-child abuse**

17.1 Some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. The school will adopt a zero-tolerance approach to abuse in order to prevent harm to pupils. Safeguarding issues can manifest themselves via child-on-child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying, prejudiced-based and discriminatory-based bullying).
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (which may include an online element which facilitates, threatens and / or encourages physical abuse).

17.2 In line with the school's aims, culture of openness and encouragement to report, the school's policy and procedures with regard to child-on-child abuse are set out in the school's safeguarding and child protection policy and procedures. If behaviour matters give rise to a safeguarding concern, the DSL (or a deputy) should take a leading role in decision making and the procedures in the Safeguarding and Child Protection Policy will take priority.

## **18.0 Malicious allegations**

18.1 Where a pupil makes an allegation which is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the pupil needs help or may have been abused by someone else and this is a cry for help. A referral to external agencies may be appropriate in these circumstances. The headteacher will also consider whether to take disciplinary action against the pupil in accordance with this policy.

18.1 Where such an allegation is made, appropriate support will be provided to the member(s) of staff affected.

18.2 The school will consider a malicious allegation to be one where there is sufficient evidence on the balance of probabilities to disprove the allegation and that, by the same test there is sufficient evidence that there has been a deliberate act to deceive.

## **19.0 Use of restrictive practices and reasonable force**

19.1 Any use of force by staff will be reasonable, proportionate and lawful. Reasonable force will be used as set out in 0 and the school's safeguarding and child protection policy. More detailed guidance about the use of reasonable force is provided to staff in the staff code of conduct and the DfE guidance. All significant incidents that include use of restrictive practices and reasonable force will be recorded using the schools online electronic system.

## **20.0 Searching pupils**

20.1 School staff may search a pupil and their possessions for any item prohibited by law without the pupil's consent. Parental consent may be sought for items banned

by school rules. . Force cannot be used to search for school-banned items but refusal by a pupil may lead to sanctions. The member of staff must ensure the parent understands the reasons for the search and how it will be conducted, so that their agreement is informed. Appropriate consideration will be given to the age and needs of pupils being searched.

- 20.2 The school will always follow its Safeguarding and Child Protection Policy if a safeguarding concern arising as a result of any actions connected with a search of a pupil.
- 20.3 If a pupil is not willing to co-operate with the search, the school will consider why this is. If a search is necessary but not required urgently, the staff member will seek advice from the DSL or headteacher.
- 20.4 If a pupil refuses to co-operate with a search, the headteacher and staff authorised by the headteacher, may use reasonable force to search a pupils' possessions where they have reasonable grounds for suspecting that a pupil has an item prohibited by law in their possession (see Appendix 6). Reasonable force cannot be used to search for items that are banned by the school. The decision to use reasonable force will be made on a case-by-case basis.
- 20.5 If a pupil continues to refuse to co-operate, they may be sanctioned in line with this policy, where this appropriate, in a consistent, fair and proportionate way.

## **21.0 Staff training**

21.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles. This includes:

- how staff can support pupils in meeting high standards of behaviour
- how staff will ensure that pupils understand the expectations of the behaviour in the school.
- how staff can ensure that this policy and its sanctions are applied in a way that is consistent, fair, proportionate and predictable, where applicable, to reflect the need of particular pupils.

21.2 The level and frequency of training depend on the role of the individual member of staff.

21.3 The school maintains written records of all staff training.

## **22.0 Risk assessment**

22.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

22.2 The format of risk assessment may vary and may be included as part of the school's overall response to a welfare issue, including the use of individual pupil welfare plans (including EHCPs or behaviour plans). Regardless of the form used, the school's approach to promoting pupil welfare will be systematic and pupil focused.

22.3 The headteacher has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated as required.

22.4 Day to day responsibility to carry out risk assessments under this policy will be undertaken or signed off by the headteacher

### **23.0 Record keeping**

23.1 All records created in accordance with this policy are managed in accordance with Trust policies on the retention and destruction of records.

23.2 The school will maintain an effective, online system for recording behaviour incidents. Information in the system will be regularly reviewed and analysed by the senior leadership team to identify patterns or trends.

23.3 The school will keep a record of any search by a member of staff for a "prohibited item" and any searches conducted by police officers. This will be recorded in the school's safeguarding reporting system.

23.4 The school will keep a separate record of sanctions imposed for serious misbehaviour. The record will include:

- the name and year group of the pupil concerned.
- the nature and date of the incident.
- the sanction imposed and reason for it
- the name of the person imposing the sanction

23.5 This record will be reviewed regularly by the headteacher so that patterns in behaviour can be identified and managed appropriately. This will also help if / when responding to any complaints about the way the school has handled a case.

23.6 Headteachers must share an overview of behaviour incidents with their Local Governing Board so that the board can review the data, meet its obligations under this policy, and identify any trends (for example, within socio-economic groups or groups with protected characteristics).

23.7 The records created in accordance with this policy may contain personal data. The school's use of this personal data will be in accordance with data protection law. The school has published on its website privacy notices which explain how the school will use personal data.

## Appendix 1

### School behaviour expectations and routines

#### I. Behaviour for Learning:

I.1 Be Ready. Be Respectful. Be Safe.

I.2 Dursley C of E Primary Academy has three simple behavioural expectations: Be Ready. Be Respectful. Be Safe.

I.3 These standards are explicitly taught and modelled by all members of our school community. We shine brightly when we are Ready, Respectful and Safe. Underpinning these expectations, are our six core values of – Kindness, Respect, Responsibility, Thankfulness, Forgiveness and Perseverance. These guide us on a day-to-day basis in the choices that we make as an integral part of our behaviour.

#### I.4 Be Ready

I.4.1 I will arrive at school on time and dressed correctly. I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my learning. I will look at the adult to show them that I am ready. I will line up quickly and quietly at the end of break to show I am ready to re-enter the building and begin learning again.

#### I.5 Be Respectful

I.5.1 I will listen and talk politely to all adults and other pupils; and look after equipment and other people's possessions. I will use good manners and be truthful.

#### I.6 Be Safe

I.6.1 I will keep my hands and feet to myself and look after myself and others, following instructions from adults at all times. I will use equipment correctly and safely.

I.7 We understand that some pupils exhibit particular behaviours based on Adverse Childhood Experiences (ACES), a Special Educational Need and/or Disability (SEND) or another underlying Behavioural Emotional and Social difficulty (BESD).

I.8 As a school, we recognise that their behaviour is their way of communicating their emotions and subsequently may require bespoke positive behaviour support plans to accommodate their additional behavioural needs.

I.9 Some pupils may require in and out of class support during break and lunchtimes in order for them to meet the school behaviour expectations. This will be achieved through structured support and individual behaviour plans which are shared with all staff and parents.

## 2. Consistency in practice:

2.1 At Dursley C of E Primary Academy, we believe that the key to excellent behaviour management is building relationships, being relentlessly positive, and remaining calm when confronted with challenging behaviour. Consistency therefore, supports each pupil's understanding of expectations, what are classroom norms, and to know what to expect when those norms are not met.

2.2 At Dursley, consistency in practice looks like:

- 2.2.1 Consistent language; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- 2.2.2 Consistent follow up using a restorative approach: Ensuring 'certainty' at the classroom, and senior management level. Incidents are not passed on for others to deal with, teachers take responsibility for behaviour interventions, seeking support when needed.
- 2.2.3 Consistent positive reinforcement: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- 2.2.4 Consistent sanctions: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- 2.2.5 Consistent, simple rules/agreements/expectations referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- 2.2.6 Consistent respect from the adults in all situations.
- 2.2.7 Consistent models of emotional control: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- 2.2.8 Consistently reinforced rituals and routines for behaviour around the school: In classrooms, around the school, at reception.
- 2.2.9 Consistent environment: Displays include consistent visual messages and reminders of our core values, with positive images of pupils on display around the school.

2.3 All staff will support consistency in practice by undertaking to:

- 2.3.1 Meet and greet at the door.
- 2.3.2 Refer to 'Ready, Respectful, Safe' and school Christian values to support behavioural choices
- 2.3.3 Model positive behaviours and build relationships.
- 2.3.4 Plan lessons that engage, challenge and meet the needs of all pupils.

- 2.3.5 Use a visible positive recognition mechanism throughout every lesson. Be calm, and give 'take up time' (face saving time) when going through the steps. Prevent before sanctions.
  - 2.3.6 Follow up every time using a restorative approach, so retaining ownership and engaging in reflective dialogue with pupils.
  - 2.3.7 Never ignore or walk past pupils who are demonstrating poor behavioural choices but will redirect pupils into positive choices.
- 2.4 Senior leaders do not deal with behaviour referrals in isolation. Rather they work alongside colleagues to support, guide, and model and show a unified consistency to all pupils.
- 2.5 Senior Leaders will support consistency in practice by undertaking to:
- 2.5.1 Meet and greet learners at the beginning of the day.
  - 2.5.2 Be a visible presence around the school and especially at changeover time.
  - 2.5.3 Celebrate all members of the school community whose effort goes above and beyond expectations.
  - 2.5.4 Regularly share good practice.
  - 2.5.5 Support all staff in managing pupils with more complex or entrenched negative behaviours.
  - 2.5.6 Use behaviour data to target and assess academy wide behaviour policy and practice.
  - 2.5.7 Regularly review provision for pupils who fall beyond the range of written policies.

### 3. Managing Behaviour:

- 3.1 High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.
- 3.2 The Classroom Charter (agreed by each class at the beginning of the year), our three standards for behaviours, 'Ready, Respectful, Safe', and the school vision and values, are displayed in each learning space and referred to in conversations around conduct and behaviours.
- 3.3 Engagement with learning is always the main aim. For the vast majority of learners a gentle reminder or unobtrusive nudge in the right direction is all that is needed. The steps listed below are gone through with care and consideration, taking individual needs into account at all times.
- 3.4 Key principles for managing behaviours are:

- 3.4.1 We praise the behaviours we want to see.
- 3.4.2 All pupils must be given 'take up time' in between steps.
- 3.4.3 We do not leap or accelerate steps for repeated low-level disruption.
- 3.4.4 Classroom and break-time incidents are kept separate.
- 3.4.5 Staff will focus on dealing with the initial behaviour causing concern, dealing with secondary behaviour issues at a later time.
- 3.4.6 Whenever possible, all sanctions should be delivered and executed on the same day so that every day is a fresh day.

### 3.5 Our sequence in managing behaviour:

<b>Steps</b>	<b>Actions</b>
<b>1. Redirection</b>	Gentle encouragement, an unobtrusive 'nudge' in the right direction, small act of kindness.
<b>2. Reminder</b>	A reminder of the expectations Ready, Respectful, Safe and School Values delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
<b>3. Warning</b>	A clear verbal warning delivered privately and unobtrusively wherever possible, making the pupil aware of their behaviour and clearly outlining the sanctions if they continue.
<b>4. Reflection Time</b>	Give the pupil a chance to reflect away from others. Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so. (In the classroom)
<b>5. Paired class reflection time</b>	At this point the pupil will be referred internally to another classroom for a ten minute reflection time. All paired class reflection times must be recorded on CPOMS. Teachers to communicate incident to parents or carers at the end of the day.
<b>6. Fast track reflection time.</b>	If a pupil displays 'fast track behaviour' then the pupil will be given reflection time either in class or during break/lunch time.  Reflection time will last no longer than 10 minutes.  A reset, restorative conversation must take place at then of this time with the adult who awarded this sanction. All fast track reflection time must be recorded on CPOMS.
<b>7. Reset conversation</b>	A restorative conversation should take place between the adult and pupil before the next lesson. If the incident involves breaktime / lunchtime then

	the conversation with the appropriate adult should take place as soon as practicable.
<b>8. Partnership Stage</b>	When a learner is reaching Step 5 on a regular basis then a meeting should be held with the teacher, parents, pupil and Phase Leader as appropriate. Meeting outcomes must be recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. All stakeholders work in partnership, to support the improvement and sustained change in behaviour.

### 3.6 Managing behaviour at break-times and lunchtimes:

- 3.6.1 The expectations outlined within this behaviour policy apply at all times including break and lunchtimes.
- 3.6.2 Midday Supervisors will share the same expectations for pupil behaviour and attitudes during the lunchtime.
- 3.6.3 Positive and negative behaviours will be recognised and addressed during this time.
- 3.6.4 Midday Supervisors who identify pupils demonstrating particularly good behaviour and/or attitudes can be rewarded with a lunchtime sticker, values leaf or be recommended to their teacher for a certificate or values leaf.
- 3.6.5 All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time.

3.7 During any occurrence of challenging behaviour, lunchtime staff are expected to make use of same steps as in the classroom – redirection, reminders, warnings and reflection times. When these steps (Steps 1-5) are not successful, Mid-day Supervisor staff are expected to seek the involvement of a member of the Senior Leadership Team (SLT).

3.8 A brief description of any behavioural concern at either break or lunchtime will be recorded using the behaviour links on CPOMS.

3.9 If a child is fast tracked to ‘reflection time’ this will be recorded on CPOMS. Reflection time at break or lunch time requires pupils to sit on a bench on the edge of the playtime for a set amount of time.

### 4. Information on the sequences of behaviour:

- 4.1 Practical steps in managing and modifying poor behaviour.
- 4.2 Pupils are held responsible for their behaviour. Staff will deal with behaviour without delegating.
- 4.3 Staff will use the steps in behaviour policy for dealing with negative behaviours.

#### 4.4 The reminder

- 4.4.1 A reminder of the expectations for pupils 'Ready, Respectful, Safe' and appropriate reference to the school vision / values delivered privately to the learner. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing and is given time to make that choice.

#### 4.5 The warning

- 4.5.1 A clear verbal warning delivered privately and unobtrusively to the pupil making them aware of their behaviour and clearly outlining the sanctions if they continue.
- 4.5.2 The pupil has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.
- 4.5.3 Time is given to allow the pupil to make the positive choice.

#### 4.6 Reflection time

- 4.6.1 The pupil is asked to speak to the teacher away from others.
- 4.6.2 Boundaries are reset.
- 4.6.3 The pupil is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
- 4.6.4 The pupil is given a final opportunity to reengage with the learning / follow instructions.
- 4.6.5 Reflection time should take place inside the classroom.
- 4.6.6 Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation and it is not possible to do that within the classroom.
- 4.6.7 In general, three minutes should be enough.

#### 4.7 Paired reflection time

- 4.7.1 If the step above is unsuccessful then the pupil will be asked to leave the classroom. If appropriate, a member of year group team, will escort the pupil to a workspace outside the teaching room. Staff will always deliver sanctions calmly and with care.
- 4.7.2 The adults in the paired class will acknowledge the arrival of the pupil, tell them where to sit and remind them when 5 minutes has passed so that they can return to their own classroom.

#### 4.8 Fast track reflection time

4.8.1 If a pupil displays 'fast track behaviour' then the pupil will be given reflection time with during within class or at break or lunch time. It will last no longer than 10 minutes. The following behaviours are examples of and not limited to Fast Track' behaviours:

- Deliberate acts of physical violence (e.g. Hitting, pushing or kicking.)
- Threatening or abusive language or behaviour towards other children and adults.

4.8.2 A reset conversation with the adult of awarded this sanction, must take place once the reflection time has taken place. The reflection time will last no longer than 10 minutes. Parents and carers will be informed of the incident.

#### 4.9 Reset Conversation

4.9.1 Restorative conversations at Dursley C of E Primary Academy are a core part of repairing damage to trust between staff and pupils.

4.9.2 Our reset conversations are structured using the following a restorative approach:

- What's happened?
- What was each party thinking?
- Who feels harmed and why?
- What have each party thought since?
- What behaviours will each of us show next time?
- Reaffirm your commitment to building a trusting relationship.

4.9.3 All Staff will take responsibility for leading Reset conversations.

#### 4.10 Partnership stage

4.10.1 Pupils may have their behaviour monitored by teachers to show progress towards agreed targets.

4.10.2 At Dursley C of E Primary Academy, we make sure that this is done discreetly.

4.10.3 We do not use coloured reports or advertise poor behaviour to other pupils.

4.10.4 The partnership stage will be implemented where there is a cause for concern e.g. behaviour issues.

4.10.5 This step will be supported by a member of SLT who will:

- Develop an appropriate action plan with the adult and pupil
- Monitor and review and mentor using the action plan

- Discuss both the sanctions for the pupil if not meeting the required action and the positive outcomes for everyone if conduct improves
- If a pupil does not achieve the required change in conduct agreed within the action plan a verbal warning will be issued by the Phase Leader
- Pupil must be given a second chance to achieve the targets agreed on the action plan after the verbal warning
- All of these matters will be confirmed in writing and recorded on our Behaviour Data platform, CPOMS.

5. Script and examples to support the delivery of our sequence of managing challenging behaviour:

Steps	Actions	Language script:
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness	
2. Reminder	A reminder of the expectations Ready, Respectful, Safe and school vision/values delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Remember we need to be (ready, respectful, safe)... You now have a chance to make a better choice.
3. Warning	A clear verbal warning delivered privately and unobtrusively wherever possible, making the learner aware of their behaviour and clearly outlining the sanctions if they continue.	This is the second time I am speaking to you. Remember we need to be (ready, respectful, safe).  This is your warning, and if this continues you will need to have reflection time.  Show me you can make the right choice.

<p>4. Reflection Time</p>	<p>Give the pupil a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.</p>	<p>This is the third time that I've noticed you are... You are not being (ready/respectful/safe). You now need to have reflection time for XXX minutes.</p>
<p>5. Paired class reflection time</p>	<p>At this point the learner will be referred internally to another room in the department for a ten minute reflection time. All internal referrals must be recorded on CPOMS. Parents / carers will be informed.</p>	<p>You have now had 4 chances. You are still not being (ready/respectful/safe). You now need to have reflection time in another class. We will discuss you behaviour at break/lunch.</p>
<p>6. Fast track reflection time.</p>	<p>If a pupil displays 'fast track behaviour' then the pupil will be given reflection time during break/lunch time.</p> <p>Reflection time will last no longer than 10 minutes.</p> <p>A reset, restorative conversation must take place at then of this time with the adult who awarded this sanction.</p>	<p>Your behaviour means that you need fast track reflection behaviour. You have not been (ready/respectful/safe). I will come to talk to you at the end to discuss you behaviour choices.</p>
<p>7. Reset conversation</p>	<p>A reset, restorative conversation should take place before the next lesson.</p>	<p>What happened? What were you thinking/feeling at the time? What have you thought about since the incident? What do you think now? Who do you think has been affected by your actions? How have you been affected? What do you think needs to happen next?</p>

		<p>What do you want to see happen now?</p> <p>What do you want to see happen to put things right? Does that seem fair?</p> <p>How can we work together to make sure this does not happen again?</p>
8. Partnership Stage	<p>A meeting with the teacher, parents, learner and Phase Leader, recorded on CPOMS with agreed targets that will be monitored over the course of two weeks. All stakeholders work in partnership, to support the improvement and sustained change in behaviour.</p>	<p>See the partnership stage.</p>

## 6. Our Behaviour Blueprint

6.1 We use this blueprint to support our whole school approach to behaviour.

6.2 This information is shared with all stakeholders to support their understanding of our behaviour policy.

6.3 It is a visual representation of our expectations for behaviour.

<p><b>Stepped sanctions</b></p> <ol style="list-style-type: none"> <li>1. Redirection</li> <li>2. Reminder</li> <li>3. Warning</li> <li>4. Reflection time</li> <li>5. Paired class reflection time</li> <li>6. Fast Track reflection</li> <li>7. Reset conversation</li> </ol>	<p><b>Microscript</b> Use the 30 second scripted conversation:</p> <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Dursley Primary, we... (refer to the 3 school rules – ready, respectful and safe) to let all pupils shine brightlyat</li> <li>• See me for 5 minutes after class/during break</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some ‘take up’ time.</li> </ul>	<p><b>Restorative conversations</b></p> <p>What happened?</p> <p>What were you thinking/feeling at the time?</p> <p>What have you thought about since the incident? What do you think now?</p> <p>Who do you think has been affected by your actions? How have you been affected?</p> <p>What do you think needs to happen next?</p> <p>What do you want to see happen now?</p> <p>What do you want to see happen to put things right? Does that seem fair?</p> <p>How can we work together to make sure this does not happen again?</p>
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<p><b>Visible adult consistencies</b></p> <p>Meet and greet at the door Calm and caring Follow up all behaviours</p>	<p><b>Rules</b></p> <p>Ready Respectful Safe</p>	<p><b>Over and above</b></p> <p>House points Positive praise cards Certificates</p>
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## Appendix 2

### Removal from the classroom

1. Removal of a pupil from the classroom is a formal sanction imposed for serious behaviour reasons, which allows for the continuation of the pupil's education in a supervised setting sometimes referred to as pupil support unit or the Middle Office. The education provided may differ from that provided in the mainstream classroom but will still be meaningful for the pupil.
2. Removal from the classroom will only be used for the following reasons:
  - to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
  - to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
  - to allow the pupil to regain calm in a safe space.
3. The school's arrangements for removal from the classroom are a Senior Leader will attend the classroom to support the removal from the class. The pupil will be given a clear choice where they would like to go to (e.g. Middle Office, Nest or empty classroom). The pupil will remain in the space until they are calm (length of time may differ for individual pupils, however this should not be for a prolonged period of time) and a reset conversation has taken place. The pupil will be supported by an appropriately trained member of staff. For some pupils use of resources to support them is required. These will be made available to them. When ready the pupil will be supported to reintegrate with peers when appropriate and safe to do so.
4. It will be the responsibility of the headteacher to maintain overall strategic oversight of the school's arrangements for any removals.
5. The school will collect, monitor and analyse the data on the removal of pupils from the classroom in order to interrogate its use and effectiveness.
6. When dealing with the removal of a pupil from the classroom each case will be dealt with on its own individual facts and circumstances. The headteacher and teachers will:
  - consider whether any assessment of underlying factors of dysregulated behaviour is needed
  - inform parents of the removal from the classroom on the same day
  - facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future
  - ensure that pupils are never locked in the room of their removal except in limited exceptional situations
  - if a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, notify their social worker. If the pupil is looked after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

## Appendix 3

### Rewards and sanctions

#### 1.0 Introduction

- 1.1 Examples of the rewards and sanctions the school ordinarily uses are set out in the paragraphs below. These are not, however, exhaustive lists, and other rewards and sanctions may be used insofar as they comply with good education practice and promote good behaviour.
- 1.2 Where particular types of good behaviour or misbehaviour are expressly referred to in this policy, these are not to be taken as an exhaustive list of all types of good behaviour or misbehaviour for which rewards can be given, and sanctions imposed.
- 1.3 Where a particular reward or sanction is identified as the usual response to a specific type of good behaviour or misbehaviour, this will not prevent a different reward being given, or a different sanction imposed, where it is appropriate to do so.

#### 2.0 Rewards

**2.1** We recognise and reward pupils who go ‘over and above’ our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

**2.2** Other rewards include:

2.2.1 House Points (recorded on Class Dojo. Winning house announced each Friday).

2.2.2 Together boards [formerly Recognition boards] (positive behaviours seen and include those specific behaviours which are in focus each week e.g. ‘one voice, speak politely, hands and feet to yourself.’)

2.2.3 Values leaves (for those who have demonstrated the school values).

2.2.4 Use of stickers.

2.2.5 Certificates.

2.2.6 Positive notes (including notes of recognition from visitors to school).

2.2.7 Celebration worship where we share those children who have gone ‘over and above’ in our school, and within the community.

#### 3.0 Sanctions

**3.1** At Dursley C of E Primary Academy we believe that sanctions support behaviour management, but strong relationships and established learning routines are the basis of it. It is key that we get to know our pupils and remain flexible, especially when supporting pupils with SEND.

**3.2** Our steps to managing behaviour highlight the use of the following sanctions:

**3.2.1** Verbal reprimand and reminder of the expectations of behaviour

**3.2.2** In class reflection time (this is time at a separate area of the classroom, with supportive resources to enhance reflection of their behaviour)

**3.2.3** Out of class reflection time. This is where the pupils has not improved their behaviour after the following steps, they are then required to spend 5 minutes in the partner class to reflect on their behaviour. If appropriate work is provided, or alternatively resources provided to enhance reflection of their behaviour.

**3.2.4** Fast track reflection time. This is where pupils who have displayed fast track behaviours lose 10 minutes of lunch or break time typically in class with the adult who has awarded the sanction. At break or lunchtime this is outside on a bench/seat. A reset conversation must take place after the reflection time, with the adult who has awarded the sanction.

**3.2.5** Meetings with parents to create an action plan with clear targets to address and monitor behaviour.

**3.3** There may be some instances where other sanctions are required. Examples of sanctions are found here:

**3.3.1** confiscation of items e.g. mobile electronic devices such as mobile phones or smart technology

**3.3.2** removal from the classroom;

**3.3.3** suspension; and

**3.3.4** in the most serious of circumstances, permanent exclusion.

**3.4** Alternative arrangements for sanctions can be considered on a case-by-case basis for any pupil where the school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances.

**3.5** The school will have regard to the impact on consistency and perceived fairness overall when considering alternative arrangements.

**3.6** In considering whether a sanction is reasonable in all circumstances, the school will consider whether it is proportionate in the circumstances of the case.

**3.7** It will also consider any special circumstances relevant to its imposition including:

**3.7.1** the pupil's age;

**3.7.2** any special educational needs or disability they may have; and

**3.7.3** any religious requirements affecting them

#### **4.0 Suspension and permanent exclusion from school**

4.1 Only the headteacher has the power to impose a suspension or permanent exclusion from school. An acting headteacher who has been formally appointed to this position, will also have this power.

4.2 Suspension and permanent exclusion from school can take the form of:

- suspension for a fixed term (including lunch time suspensions, which each count as half a day); or
- permanent exclusion.
- permanent exclusion from school will only be imposed for:
  - a serious breach or breaches and / or persistent breaches of this policy; and
  - where allowing the pupil to remain in school would seriously harm the education and / or welfare of the pupil and / or others (such as staff or pupils) in the school.

#### **4.3 The principles, guidance and procedure set out in the DfE's Suspension and Permanent Exclusion Guidance will be followed at all times.**

4.4 This includes the statutory procedure for notifying parents, challenging the decision, and holding meetings / hearings, including the deadlines for these.

4.5 The headteacher may cancel (i.e. withdraw) any suspension or permanent exclusion for which a Governors' Discipline Committee meeting has not yet commenced to review that decision. This may include where additional information has been received from the parents, Virtual School Head, Social Worker or other health or educational professional after the original decision was made.

4.6 In all cases, the headteacher will comply with the requirements of the Suspension and Permanent Exclusion Guidance in respect of notifying / reporting the cancellation to parents and others and offering a meeting with parents to explain the reasons for the cancellation.

## **Appendix 4**

### **Investigations of incidents and alternative action**

#### **1.0 Investigation**

1.1 The headteacher may investigate incidents which potentially give rise to a breach of the school's policies on behaviour or may appoint a member of staff (usually a member of the Senior Leadership Team) to carry out the investigation.

1.2 The investigation and any interviews or meetings which take place with pupils will be conducted fairly, in a way which is appropriate in a school environment, and sensitive to the age and stage of the pupils involved.

1.3 The pupils involved will be interviewed as part of the investigation and given the opportunity to state their version of events.

1.4 Parents do not need to be notified in advance that interviews are taking place, and their consent is not required.

1.5 The pupil will be asked to explain in their words what has happened, and a written record of the interview will be made by the interviewing member of staff depending on the pupils age and abilities. Pupils will be asked to sign and date their statement or the written record of interview, confirming it to be true and accurate if appropriate, again depending on age and ability.

1.6 CCTV footage, if available may be viewed and pupils' desks, lockers and / or personal belongings may be searched during an investigation. See 0 of this policy for the school's policy on searching and confiscation.

1.7 It may sometimes be necessary to delay or suspend an investigation where external agencies such as the police or social services are involved and have recommended this. A decision to delay or suspend an investigation will consider advice from appropriate external agencies and will be subject to periodic review. In relation to alleged sexual violence or sexual harassment, the school will have regard to KCSIE and the schools Safeguarding policy. The school's designated safeguarding lead (or a deputy) will take a leading role on decisions.

1.8 Where the headteacher has appointed a senior member of staff to investigate an incident which may result in formal exclusion from the school, the investigating member of staff will fully report the outcome of their investigation to the headteacher to enable an informed decision to be made.

#### **2.0 Removal from the classroom / suspension pending further investigation / enquiries**

2.1 Where the incident is serious and / or complex and it has not been possible to complete the full investigation on the day that the incident occurred or was brought to the attention of the school, the pupil may be removed from the classroom while the investigation continues. During this time, the pupil will continue to receive the equivalent of full-time education provision. The period of removal from the classroom should be considered by the headteacher when determining the final sanction.

2.2 Alternatively, where it is not appropriate for the pupil to remain on the school's premises while the investigation continues / enquiries are made, the pupil may be formally suspended from the school for a fixed number of days pending further

investigation / enquiries. The length of the suspension will be kept to the minimum required to complete the further investigation / enquiries.

2.3 Before a suspension pending further investigation / enquiries is imposed, the headteacher must be satisfied that they have established sufficient evidence in relation to the pupil's involvement in the incident to an extent that merits a suspension of at least that length.

2.4 A suspension pending further investigation / enquiries is still a serious disciplinary measure and the statutory procedure set out in the Suspension and Permanent Exclusion Guidance will be followed (including sending a notification letter to the parents containing all mandatory information).

2.5 Once the investigation / enquiries are complete, the headteacher will be able to make a final decision. This may include imposing a further suspension or permanent exclusion to run consecutively (i.e. back-to-back, without a break in between) with the original suspension pending further investigation / enquiries. A second suspension notification letter containing all mandatory information will be sent to the parents confirming the further suspension or permanent exclusion.

### **3.0 Decision**

3.1 Once the investigation has concluded, all of the information gathered will be considered and a decision will be made as to what facts have been established to be true (i.e. on a balance of probabilities, or more likely than not).

3.2 Pupils' behaviour and discipline records will be considered, together with the pupils' background, and any special educational needs and / or disabilities they may have. The school will follow its Special Educational Needs And Equalities Policy where this is relevant.

3.3 All disciplinary sanctions imposed will be a fair, reasonable and proportionate response to the misbehaviour involved, considering the pupil's own account, aggravating features, mitigation, background, and special educational needs and / or disabilities.

3.4 Disciplinary sanctions will be recorded in the pupil's record on Arbor.

3.5 The school will usually notify the parents of disciplinary sanctions imposed and the reasons for them (parents must always be notified of removals from the classroom, suspension and permanent exclusions).

### **4.0 Off-site directions**

4.1 The school has the power to direct that a pupil be educated off-site with the aim of improving their future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct.

4.2 The off-site direction may be to a Pupil Referral Unit (PRU), and Alternative Provision School, or another school / school (or unit therein).

4.3 Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

4.4 The arrangements for the off-site placement will be based on an understanding of the

support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education.

4.5 A "personalised plan for intervention" will be put in place, which sets out the objectives for the pupil's improvement and attainment, the period involved, the arrangements for assessment and monitoring progress. It will include a baseline of the pupil's current position against which to measure their progress.

4.6 The off-site placement will be regularly reviewed, and parents will be involved in the review. The purpose of the review is to ensure that the off-site placement is achieving its objectives and that the pupil is benefitting from it.

4.7 During the period of an off-site direction by the school to another school, the pupil must be dual registered which means that they will be registered at both the school and the school/AP to which the pupil is directed off-site.

4.8 The school will follow the Trust's Alternative Provision Guidance when exercising this power.

## **5.0 Managed moves**

5.1 A "managed move" is used to initiate a process which leads to the permanent transfer of a pupil to another mainstream school / school following a trial period. It is designed to give pupils who are at risk of permanent exclusion a fresh start in another school without a permanent exclusion on their educational record.

5.2 As it is a proposed permanent transfer to another setting, parental consent is required, and parents will be consulted when while this is being explored.

5.3 If a temporary move to another setting is needed with the aim of improving the pupil's behaviour, rather than as a trial period before a proposed permanent transfer to that setting, then off-site direction (as described above) must be used. An off-site direction can be made without parental consent.

5.4 A planned managed move will only happen when it is in the pupil's best interests.

5.5 During the trial period, the pupil will be dual registered at both the school and the new school / school. If the managed move breaks down during the trial period, the new school / school will terminate the trial period and delete the pupil's name from the register. The pupil will then return to their home school.

5.6 For this reason, a managed move will not be appropriate following a serious breach and / or persistent breaches of the Behaviour Policy for which permanent exclusion is deemed by the headteacher to be the only appropriate sanction, where the school would not be prepared to accept the pupil back at the school if the managed move broke down during a trial period.

5.7 The school will agree a fixed period for the trial period at the outset, after which the new school / school will be expected to give permission to the school for the pupil's name to be deleted from the school's roll, at which time the transfer becomes permanent.

## Appendix 5

### 1.0 Use of restrictive interventions and reasonable force

1.0 Restrictive interventions include physical and non-physical actions that limit a pupil's movement, liberty or independence. Reasonable force is one type of restrictive intervention.

1.1 There are circumstances when it is appropriate for staff to use reasonable force to safeguard pupils. Any use of reasonable force will be in accordance with the DfE guidance Restrictive Interventions and use of Reasonable Force in schools.

1.2 Reasonable force may be used to prevent a pupil from doing or continuing to do any of the following:

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder among pupils at the school, whether during a teaching session or otherwise

1.3 In these circumstances, force will be used for two main purposes: to control pupils or to restrain them. Reasonable force may be used, for example, to restrain a pupil at risk of harming themselves or another individual or to prevent a pupil leaving a classroom where allowing them to do so would risk their safety or lead to behaviour that disrupts the behaviour of others. Force is never used as a form of punishment. Staff who are likely to need to use reasonable force and/or other restrictive interventions will be appropriately trained in its safe and lawful use and in preventative strategies as set out in the DfE guidance.

1.4 Staff will never use any restraint practices that include applying pressure to the neck, chest abdomen, joints, nose or mouth; restricting breathing; prone or supine holds; or any method which creates a risk of asphyxiation.

1.5 Leaders will ensure that all staff know and understand that no more force than is necessary will be used.

1.6 Seclusion is defined as placing a pupil alone where they cannot leave. It may only be used to prevent immediate harm; it must never involve a locked room. It must be supervised and recorded. This must be reported to parents in writing on the same day.

1.7 When deciding whether reasonable force is required, the needs and particular vulnerabilities of individual pupils will be considered, and reasonable adjustments will be made for pupils with special educational needs or disabilities. The school will establish proactive and positive behaviour support strategies for pupils with particular needs, in consultation with their parents, to reduce the occurrence of challenging behaviour and the need to use reasonable force.

1.8 Where a member of staff uses reasonable force, the headteacher must be informed of the incident and it will be recorded using the schools' systems for doing this. The requirement to record will apply even if the use of reasonable force and other restrictive interventions are part of a pupil's behaviour support plan.

1.9 Every incident involving reasonable force will be recorded on the school's electronic system including the date, time, location, duration, the reason force was necessary,

the degree of force used and any injuries sustained. Parents will be informed in writing about serious incidents involving the use of force on the day of the incident. The DfE statutory guidance for reporting will be followed.

1.10 Following any restrictive intervention, the school must provide emotional support, medical assessment (where appropriate) and an opportunity to debrief for both pupils and staff. This will allow leaders to consider what additional support, interventions or adaptations are required to prevent further incidents occurring. Other agencies and professional may well need to be involved with this.

## **Appendix 6 Searching, screening and confiscation**

1.0 All schools have a general power to impose reasonable and proportionate disciplinary measures (Education and Inspections Act 2006). This enables a member of staff to confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.

2.0 The Trust's policy on searching and confiscation has regard to the DfE guidance Searching, screening and confiscation: advice for schools (DfE, July 2022).

### **3.0 Prohibited items**

3.1 The following are "prohibited items" by law under section 550ZA (3) of the Education Act 1996 and Regulation 3 of the schools (Specification and Disposal of Articles) Regulations (SI 2012 / 951):

- Knives or weapons, alcohol, illegal drugs and stolen items.
- Tobacco and cigarette papers, fireworks and pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be used:
  - to commit an offence
  - to cause personal injury to, or damage to the property of, any person (including the pupil)

3.2 In addition to the above, the school has prohibited or restricted the use of the following items on the grounds that they are reasonably believed to be likely to cause harm or disruption:

- mobile phones.
- laptops
- tablets
- hand-held electronic games
- other electronic devices]; and
- vaping devices / e-cigarettes

3.3 Pupils must not have these items in their possession on the school's premises, or at any time when they are in the lawful charge and control of school staff (e.g. on educational visits).

Pupils may be searched for any item which is prohibited by the school (as set out above) with their parents' agreement.

### **4.0 Searching pupils**

4.1 School staff have the power to search for any item if a parent agrees. The member of staff undertaking the search should ensure the parent understands the reason for the search and how it will be conducted so their agreement is informed.

4.2 When exercising these powers, the school must consider the age and needs of the pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

4.3 If a parent has given permission to search, but the pupil refuses to co-operate with a search for an item prohibited by law, the member of staff should assess whether

it is appropriate to use such force as is reasonable to conduct the search. Force will never be used to search for items that the school has prohibited, as set out in 0 above.

- 4.4 The decision to use reasonable force should be made on a case-by-case basis. Consideration will be given as to whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.
- 4.5 Where a pupil is not willing to co-operate with a search and is not deemed to have sufficient maturity or understanding of the situation, then a parent's co-operation will be sought.
- 4.6 If a pupil refuses to co-operate with a search for items that are **not** items prohibited by law as listed in section 3.1 above, disciplinary action may be taken in accordance with this policy.
- 4.7 Where a search is considered necessary, but does not need to be carried out urgently, the advice of the headteacher will be sought. During this time, the pupil should be supervised and kept away from other pupils.
- 4.8 Searches will be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on an educational visit<sup>1</sup>.
- 4.9 If it is believed that a pupil has a prohibited item, it may be appropriate for a member of staff to carry out:
  - search of outer clothing; and / or
  - search of the school property (e.g. pupils' lockers/drawers)
  - search of personal property (e.g. bag or pencil case).
- 4.10 Where possible, staff will be the same sex as the pupil being searched and there will be a witness (also a staff member) As a limited exception to this rule, staff can carry out a search of a pupil of the opposite sex and / or without a witness present, but only where staff reasonably believe that there is a risk that serious harm will be caused to a person if a search is not carried out as a matter of urgency and in the time available it is not reasonably practicable to summon another member of staff.
- 4.11 A pupil's possessions can only be searched in the presence of the pupil and another member of staff except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon another member of staff.
- 4.12 Where the headteacher, or staff authorised by the headteacher, find anything which they have reasonable grounds for suspecting is a prohibited item, they may seize, retain and dispose of that item in accordance with this policy. The staff member should also alert the Designated Safeguarding Lead (DSL), or deputy whenever there is a safeguarding concern. The pupil will be sanctioned in line with the school's Behaviour Policy to ensure consistency of approach.

## **5.0 After a search**

- 5.1 Whether or not any items have been found as a result of any search the school will consider whether the reasons for the search or outcome give cause to suspect

<sup>1</sup> The power to search a pupil on an educational visit only applies in England. When on a trip outside England, the law of that country should be followed.

whether a pupil is suffering or likely to suffer harm and whether any specific support is needed.

- 5.2 Where appropriate school staff will follow the school's Safeguarding and Child Protection Policy and procedures and speak to the designated safeguarding lead about possible pastoral support, early help intervention or a referral to children's social care.

## **6.0 Recording searches**

- 6.1 Any search by a member of staff for an item prohibited by law as listed in section 3.1 above, items banned by the school rules in section 0 above and all searches conducted by police officers will be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the DSL or deputy to identify possible risks and initiate a safeguarding response if required.

- 6.2 Records of the search will include:

- the date, time and location of the search.
- which pupil was searched.
- who conducted the search and any other adults or pupils present.
- the item being searched for.
- the reason for searching.
- what items, if any, were found; and
- leaders' decisions and what follow-up action was taken as a consequence of the search

- 6.1 The school will analyse any data gathered to consider whether searching falls disproportionately on any group / or groups and whether any actions should be taken to prevent this.

## **7.0 Confiscation**

- 7.1 Under the School's general power to discipline, a member of staff may confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so.
- 7.2 Confiscation of an item may take place following a lawful search, as set out above, or however the item is found if the member of staff considers it to be harmful or detrimental to school discipline.

## **8.0 Electronic devices**

- 8.1 The school has adopted a policy to prohibit pupils using personal mobile electronic devices during the school day. Mobile electronic devices include, but are not limited to, mobile phones, and any wearable technology that has the ability to send and / or receive notifications or messages via mobile phone networks, or the ability to record audio and / or video.
- 8.2 Any electronic device such as those listed in 8.1 may be confiscated in appropriate circumstances in accordance with this policy. If there is good reason to suspect that the device has been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour, any data or files on the device may be searched and, where appropriate, data or files may be erased before the device is returned to its owner. This should always be undertaken in the presence of the

headteacher.

- 8.3 Any data or files will only be erased, if there is good reason to suspect that the data or files have been, or could be used to cause harm, to disrupt teaching or breach the school's policies on behaviour.

Subject to **Error! Reference source not found.** below and the requirements set out in KCSIE. If inappropriate material is found on an electronic device, the member of staff may delete the material, retain it as evidence of a breach of the Behaviour Policy or criminal offence or hand it over to the police if the material is suspected to be evidence relevant to an offence. School staff should always act in accordance with the Child Protection and Safeguarding Policy in this instance.

## **9.0 Disposal of confiscated items**

- 9.1 Stolen items will usually be delivered to the police as soon as possible. However, if, in the opinion of the headteacher or authorised member of staff, there is good reason to do so, stolen items may be returned to the owner without police involvement.
- 9.2 Articles used to commit an offence or to cause personal injury or damage to property may, at the discretion of the headteacher or authorised member of staff, be delivered to the police, returned to the owner, retained or disposed of. In considering all relevant circumstances the member of staff should consider whether it is safe to dispose of the item; and whether and when it is safe to return the item.
- 9.3 Weapons or items which are evidence of an offence will be passed to the police as soon as possible.
- 9.4 An item prohibited by the school may, at the discretion of the headteacher or authorised member of staff may be returned to its owner, retained or disposed of. The member of staff should consider: the value of the item; whether it is appropriate to return the item to the pupil or parent; and whether the item is likely to disrupt learning or the calm, safe and supportive environment of the school.
- 9.5 Where staff confiscate a mobile electronic device that has been used to disrupt teaching, the device will be kept safely until the end of the school day when it can be claimed by its owner, unless the headteacher considers it necessary to retain the device for evidence in disciplinary proceedings in accordance with 10.13 below. If a pupil persists in using a mobile phone in breach of the restriction, the electronic device will be confiscated and must be collected by a parent.
- 9.6 Electronic devices - if it is found that a mobile phone or any other electronic device has been used to cause harm, disrupt teaching or breach the school's policies on behaviour, including carrying out cyberbullying, the device will be confiscated and may be used as evidence in disciplinary proceedings. Once the proceedings have been concluded the device must be collected by a parent and the pupil may be prohibited from bringing such a device onto school premises or on educational visits. In serious cases, the device may be handed to the police for investigation.

## **10.0 Communication with Parents**

- 10.1 There is no legal requirement for the school to inform parents before a search for prohibited items takes place or to seek their consent to search their child, but we will always make every effort to do so.
- 10.2 Parents should always be informed of any search for a "prohibited item" listed above that has taken place and the outcome of the search as soon as practicable. A member of staff should inform parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.
- 10.3 In some circumstances it might also be necessary to inform parents of a search for an item banned by the school policy.
- 10.4 A record will be kept of all searches carried out, in accordance with paragraph 5.2 above, which can be reviewed by the Parents of the pupil(s) involved subject to any restrictions under the Data Protection Act 2018.
- 10.5 Complaints about searching or confiscation will be dealt with through the Trust's published Complaints Policy and procedures.
- 10.6 The school will take reasonable care of any items confiscated from pupils. However, unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the school does not accept responsibility for loss or damage to property.

## Appendix 7

### Legislation and Guidance

This policy has been prepared to meet the school's responsibilities under the relevant legislation, guidance and advice as follows:

#### Legislation:

- Education Act 2002, as amended by the Education Act 2011.
- The school Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 as amended by the school Discipline (Pupil Exclusions and Reviews) (England) (Amendment) Regulations 2022.
- The Education and Inspections Act 2006.
- The Education Act 1996.
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.
- *EYFS statutory framework for group and school-based providers* (DfE, September 2025).
- Education and Skills Act 2008.
- Children Act 1989.
- Childcare Act 2006.
- Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR).
- Human Rights Act 1998; and
- Equality Act 2010.

#### Guidance and advice:

- Keeping children safe in education (DfE, September 2025) (KCSIE).
- Working together to safeguard children 2023 ( DfE February 2024).
- Information sharing advice for safeguarding practitioners (DfE, May 2024).
- Behaviour in schools: advice for headteachers and school staff (DfE August 2024).
- Preventing and tackling bullying: Advice for Headteachers, staff and governing bodies (DfE, July 2017)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024).
- Restrictive interventions including the use of reasonable force in schools (DfE, April 2026).
- Searching, screening and confiscation: Advice for schools (DfE, July 2023).
- Mobile phones in schools (DfE, January 2026)
- Alternative provision (DfE, February 2025).
- Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024).
- Mental health and behaviour in schools (DfE, November 2018).
- Equality Act 2010: advice for schools (DfE, May 2014, updated June 2018).
- Police and Criminal Evidence Act 1984 (PACE) PACE Code C (Home Office, 2024).
- Guidance for Appropriate Adults (Home Office, April 2003).
- Relationships education, relationships and sex education and health education (DfE, December 2025); and
- The designated teacher for looked-after and previously looked-after children