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Coit Primary School

POLICY FOR BEHAVIOUR

September 2024-2025

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Reviewed by	J.Eagleton H.Fenlon

Coit Primary School Behaviour Policy

1 Aims

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated well, fairly and equally. We are a caring community, whose values are built on mutual trust and respect for all.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where excellent behaviour supports everyone to thrive, feel happy, safe and secure.

We are aware of the need to understand pupils as individuals and guide them to appropriate behaviour through tailored approaches where necessary rather than one size fits all.

The school expects every member of the school community (irrespective of age, race, disability, sex, sexual orientation, religion or beliefs, marriage and civil partnership, pregnancy or gender reassignment) to behave in a considerate way towards others including how they behave in the digital world.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Our policy is based on choices and consequences and our aims are:

- To help children to value and respect others and themselves, developing an atmosphere where all children take responsibility for their own actions and to encourage self-discipline thus creating the best atmosphere in which to learn
- To prevent bullying (see separate Anti-bullying Policy)
- To model what is meant by good behaviour, recognising and rewarding good behaviour.
- To be consistent about what is acceptable behaviour, ensuring that all members of the school community work together to provide a secure, safe and enjoyable learning environment.
- To define expectations and consequences of behaviour including definitions of what we consider to be unacceptable behaviour.

2 Legislation and statutory requirements

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

[Behaviour in Schools 24](#)

[The Equality Act 2010](#)

[KCSIE 24](#)

[Suspension and Permanent Exclusion from maintained schools Aug 24](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

[Searching, Screening and Confiscation July 22](#)

[Positive Handling Policy September 2023](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice 2014](#)

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 88-94 of the Education and Inspections Act 2006, which require 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 should publish their behaviour policy online

[EYFS statutory Framework](#)

3 Promoting Good Behaviour and a Positive Ethos (Our School Behaviour Curriculum)

Classroom management is led by teachers and support staff and they are responsible for setting the tone and context for positive behaviour throughout the day.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged

Develop a positive relationship with pupils, which include:

- Greeting pupils positively in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Helping pupils to use the Zones of Regulation to self-regulate

All children are expected to:

- Show respect to others in school
- Follow the school Golden Rules
- Make it possible for all pupils to learn
- Treat the school buildings and school property with respect
- Accept sanctions when given and learn from previous behaviours
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Golden Rules

These rules promote a whole school approach that ensures-

- Equality and fairness
- Pupils can thrive and learn
- Pupils and staff are safe
- Pupils are respectful and can maintain healthy relationships [Behaviour in School 24](#)

Our Golden Rules

- 1. We are kind and respectful**
- 2. We always try our best**

3. We are honest
4. We learn from our mistakes
5. We look after our school and school property

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

We praise and reward children for good behaviour in a variety of ways:

Daily

- Staff congratulate and praise children for good behaviour/achievement/mindsets
- Staff give children Dojo points
- Staff give stamps/stickers/certificates/extra playtime
- Staff will report to parent/carers

Weekly

- Weekly Dojo winners receive a sticker and praise in Friday's Star of the Week assembly
- One child from each class will be nominated and receive an award for overall excellence which has a specific whole school focus for the week.
- The Star of the Week winners attend Tea at 2.
- Children in each class receive a postcard for their Mindset achievements
- Out of school achievements (swimming, gymnastics etc) are celebrated during the Friday Achievement assembly and are shared on the newsletter
- A lunchtime supervisor and office award is awarded each week. These winners also attend Tea at 2.
- Dojo, Mindset, Office, Lunchtime and Star of the Week winners are shared on the weekly newsletter

Termly

The CPG award is given to one pupil from F2/KS1 and one pupil from KS2 for consistent performance in terms of modelling good learning behaviour.

A termly Bennett award is given to one pupil from each class for outstanding performance in both academic and personal behaviour.

Locality A Nurture Hub

Those pupils attending the Nurture Hub are rewarded for positive behaviour with a prize box at the end of each session, giving immediate feedback for their efforts.

3.1 Zones of Regulation

All classes and [The Nurture Hub](#) display zones so that children can help themselves to identify and regulate their emotions. The children can use the zones to let their teacher know and their friends know how they are feeling at different points in the day. Calm Corners are visible throughout school and used by some pupils to self-regulate at times in need. The frequency and duration of use is monitored to measure impact. Staff observe the children who are using these areas and discuss emotions and ways to regulate when necessary



4 Responding to Misbehaviour (Minor and Major Infringements)

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. They will respond in a predictable, prompt and assertive manner in accordance with the school behaviour policy.

- Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.
- De-escalation techniques can be used to help prevent escalation in behaviour and further behaviour issues arising.
- All pupils will be treated equally under the policy, with SEND needs taken into consideration and any factors that contributed to the behavioural incident identified and considered.
- When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The purpose of Behaviour Management is to: -

- ★ **Deter poor behaviour**
- ★ **Protect all pupils**
- ★ **Create an engaging and effective learning environment**
- ★ **Improve behaviour by supporting pupils to understand and meet our behaviour expectations**

4.1 Minor Misbehaviour Infringements can include but are not limited to

- Not following instructions, the first time
- Poor listening skills
- Distracting others from their learning
- Not keeping hands, feet and other objects to yourself
- Not staying on task
- Negative comments and negative body language
- Inappropriate use of language (including swearing)
- Defiance
- Damage to property (age and object dependent)
- Insolence
- Nipping/Scratching
- Telling Lies

- Theft (dependent on what is stolen and the age of the child and cognitive ability)

Warnings and consequences will be issued and are cumulative throughout the day; these incidents will generally be of a minor nature.

Locality A Nurture Hub

Where pupils have displayed inappropriate behaviour at their family school prior to attending a hub session, the type and nature of that behaviour will be considered by hub staff in order to determine if attendance at the hub is appropriate.

4.2 Minor Misbehaviour Recording Process and Information Sharing with Staff and Parents/Carers

- Personalised classroom behaviour systems are put in place for recording verbal warnings and sanctions given during any one day for children who have been given a behaviour support plan.
- Behaviour incidents are recorded on CPOMS (Child Protection Online Monitoring System) and monitored daily by SLT. Further actions taken where necessary which may include talking to the child about their behaviour/parent meetings
- MDSAs pass on any behaviour information to relevant teacher at the end of dinnertime.
- If a child accrues a significant number of warnings over a minimum of two days, then parents will be contacted initially by the class teacher, to discuss the matter
- The same will apply, if a pattern of negative behaviour and/or repeated behaviour appears to be emerging over a short period of time (one -two weeks)
- If poor behaviour then persists the EHT/HOS will call a meeting to plan how home and school can work together to reduce/eliminate negative behaviours
- A behaviour plan may be used to support home school communication about a child's behaviour

4.3 Sanctions for Minor Behaviour Infringements (see Table 1 below)

- When a child displays any of the above behaviours they will be warned verbally about their negative behaviour and the teacher will identify what the negative behaviour is and discuss why the child is behaving as they are and the impact it has on the child and other children
- The pupil may be sent to SLT
- Missed work due to poor behaviour completed at playtime or dinnertime
- Missed playtime or dinnertime
- School based community service-jobs/tidying

Parents will be informed on the day of any missed time incidents given and the reasons for the missed time for a whole playtime/dinnertime missed by the teacher.

The virtual school head/foster carer will be phoned for looked after children.

Occasionally, some children may warrant a different approach depending on individual circumstances. If staff consider that the behaviour is uncharacteristic and a pupil is suffering or is likely to suffer then the child protection policy will be followed and reported to DSL/DDSL.

Sanctions are lawful when 3 conditions are followed; -

- The decision to sanction a pupil is made by a paid member of the school staff.
- The decision to sanction the pupils and the sanction itself are made on the school premises or whilst the pupils is under the lawful charge of the member of staff
- It does not breach any other legislation (Equality Rights, SEND and Human Rights)

Sanctions will be proportionate to the circumstances of the case and will consider a pupil's age, SEND, any religious requirements affecting them or other vulnerabilities (Adverse Childhood Experiences ACES).

Table 1

If	Then this will happen
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If a child misbehaves	S/he will be given a ‘verbal warning’ - a private reminder about the behaviour we wish to see -inviting them to make the right choice. As soon as the pupil demonstrates that they have modified their behaviour they will be given positive praise for making the correct choice.
If this behaviour persists	If the pupil does not modify their behaviour the adult working with them will provide a reminder of the strategies and support to help them to make the right choices. The pupil will lose 5 minutes of their playtime to reflect on their behaviour with a member of staff.
If the child continues to display inappropriate behaviour, within the same lesson	If the behaviour still does not modify, despite warnings and support, a further consequence will be given. The pupil will miss the whole of their break/lunch time depending on severity to have a restorative meeting with a member of staff. Parents/carers will be informed at the end of the day so that they can help to support an improvement in their child’s behaviour.
If there are multiple incidents of inappropriate behaviour	SLT/teacher will contact the parents of the child and arrange a meeting either by phone or in person to discuss the behaviour and make a plan moving forward. The child may be taken to work in another classroom, or with a senior member of staff, following an investigation into an incident. The child will be given appropriate work to complete and will spend the time alone, supervised at all times by a member of staff and be given the opportunity to reflect on their behaviour.
If a child persistently demonstrates inappropriate behaviour at break times or lunch times	The child will not be allowed outside at these times and will be supervised by a member of staff. A restorative meeting will take place and the pupil may have tasks to complete as a result of their behaviour.

4.4 Missed Time

Teachers have the authority to issue **Missed Time** to pupils including same day missed time periods. For lunchtime **Missed Time Periods**-staff will ensure that reasonable time is given for the pupil to eat, drink and use the toilet. Teachers will let parents know of dinnertime/playtime detention.

4.5 Possible Major Behaviour Infringements

The following behaviours will be deemed as major infringements and will be dealt with by SLT.

Below is a list of major infringements pupils may carry out which could affect other pupils/staff/adults whilst at school or off site on a school visit but are not limited to:-

Any form of Bullying* see our [Anti-Bullying Policy](#) for our approach to preventing and addressing bullying (Racism, Faith based, Gendered-sexist, Homophobic, Bi-phobic and Transphobic bullying, Disability based, Child on Child Abuse*, Verbal bullying direct or indirect verbal, Cyber bullying, Emotional bullying, Sexual bullying* and Physical bullying)

- Repeated breaches of the school golden rules
- Physical assault/Physical aggression
- Verbal abuse/verbal aggression
- Threatening behaviour (including spitting/scratching/biting/nipping)
- Fighting (age-appropriate context and injury sustained)
- **Sexual misconduct* -sexual violence and sexual harassment including sharing of nude/semi-nude images (see * below for a more detailed explanation of what constitutes sexual misconduct)**
- Possession of stolen items (the object stolen/circumstances will determine the type of infringement and the age of the child)
- Vandalism-damage to property -school property/peer property/buildings/neighbouring property
- Persistent disruption to learning
- Persistent defiance/insolence /not following instructions
- Inappropriate or dangerous items being brought onto the school premises which staff 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 damage

- Possession of tobacco/cigarette papers/cigarettes/vaping/equipment/alcohol/drugs/fireworks/pornographic images
- Off-site behaviour -where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school

***Sexual Misconduct Definitions (Source KCSIE 24)**

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003

Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline and both inside and outside of school or college. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

- such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery);
- up skirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes.
- displaying pictures, photos or drawings of a sexual nature
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Online Sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or Sexual Violence. It may include:

- consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Taking and sharing nude photographs of those aged under 18 is a criminal offence.
- sharing of unwanted explicit content
- sexualised online bullying
- unwanted sexual comments and messages, including, on social media
- sexual exploitation; coercion and threats,
- coercing others into sharing images of themselves or performing acts they’re not comfortable with online.

Harmful Sexual Behaviour (HSB)

When considering HSB, both ages and the stages of development of the children are critical factors. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years’ difference or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them. for example, if the older child is disabled or smaller in stature.

4.6 Major Behaviour Infringement Recording Procedure and Information Sharing with Staff, Parents/Carers

Behaviour is recorded by

- Completing a Bullying record sheet/RIHMS record sheet where the incident is of a bullying nature
- Exclusion/Suspension letter
- A suspension or exclusion is recorded on SIMS
- CPOMS upload of incident
- A member of the Senior Leadership Team makes a phone call, informing the parents of our concerns and a meeting arranged for the parents to meet with all the staff concerned and Head of School/Headteacher

In the case of major behaviour infringements and the circumstances involved some of the sanction stages below may be bypassed and a suspension/permanent exclusion applied immediately.

Locality A Nurture Hub

Incidents occurring at the family school (when known) are recorded on CPOMS. Incidents occurring while in attendance at the hub are also recorded on CPOMS and the key member of staff at the family school are telephoned / emailed. Parents /carers are immediately informed, as are external services where appropriate (e.g. social services, MAST).

4.7 Sanctions for Major Behaviour Infringements (Table 2)

- Letter or phone call home to parents/carers
- Contact with virtual school (LAC children)
- Agreeing a behaviour contract and putting a pupil ‘on report’
- Removal of the pupil from the classroom
- Managed Move
- Suspension for a fixed amount of time
- Permanent exclusions, in the most serious of circumstances

Consideration will be given to the age and ability of a child

Table 2

If	Then this will happen
If a child physically abuses another child by hitting, kicking etc. including fighting	Removal from classroom may also be used and a restorative meeting depending on the context and further incidents of inappropriate behaviour. Such an incident could result in a suspension or permanent exclusion depending on the injury sustained
If a child brings in a dangerous object/stolen objects/inappropriate objects	The items will be confiscated and parents informed. Depending on what has been brought into school a suspension or permanent exclusion could ensue.
If a child persistently disobeys/defiant	Parents will be called into school. Persistent incidents could result in a suspension
If a child verbally abuses another pupil or adult, by threats, bullying in any form including sexual misconduct	This could result in a suspension or permanent exclusion.

4.8 Removal from Classroom

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour.

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Longer term behavioural issues may result in pupils being timetabled to attend the Tranquility Hub if it is deemed that their needs can be met there and therefore reducing behaviour incidents.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space
- Pupils who have been removed from the classroom are supervised by [SLT], and will be removed for a maximum of [30 minutes usually]

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

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

Parents will be informed on the same day that their child is removed from the classroom.

4.9 Procedure following a major infringement and/or Suspension sanction

- Inquiries into the circumstances of the incident-with school staff/home circumstances will be undertaken and these may be carried out by the DSL/DDSL
- The staff, parents and child, to help them with their future behaviour, draw up a positive behaviour plan
- A reintegration meeting is held to discuss the behaviour which has caused an exclusion with parents/carers to make clear what the school, parent/carer and pupil child can all agree upon to ensure a successful reintegration. (Failure to attend a reintegration interview without reasonable justification will be a factor considered by a magistrates' court if, on future application, they consider whether to impose a parenting order)
- The Individual Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.
- The child can collect points/rewards on their Behaviour plan as appropriate as well as comments for every lesson and/or playtime.
- The child is monitored by using the daily individual Behaviour plan usually for the next three weeks.
- After the three-week period, staff and parents will decide whether to resume normal monitoring or move to the next level of intervention.
- If necessary, the matter is referred to MAST via a FCAF requesting various levels of support that may include support from a Family Support Worker and/or Engagement with Learning Support Worker.
- If external agencies have worked with the school and the child, and the child continues to misbehave, the school would then have to consider a permanent exclusion as the support for behaviour management has not improved the behaviour.

4.10 Alternative Approach for Persistently Disruptive Pupils

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

- Use of the HUB
- Use of Tranquility
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

Locality A Nurture Hub

Persistent incidents at the family school or Nurture Hub itself may result in the place at the hub being withdrawn with immediate effect after consultation with the senior leader overseeing the provision.

4.11 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour then off-site direction should be used. Managed moves are a last resort

5 Fixed-term Suspensions and Permanent exclusions see Exclusion Policy

Fixed Term suspensions or permanent exclusions will only be used as a last resort.

These will be used where there is a serious breach of the school's Behaviour Policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

5.1 Lunch-Time Suspensions

Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to exclusion, such as the head teacher's duty to notify parents still apply.

Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.

6 Off-site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site for the possible reasons below:

Misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or is in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

In all cases of misbehaviour the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7 Online misbehaviour

Online incidents tend to occur off the school premises outside of the school day. The consequences of these incidents are often unfortunately brought into school. Hence, behaviour online, whether at school or at home is an important area where school and home need to work together to ensure that our children are able to use the internet safely and appropriately. Online safety lessons are delivered as part of our RHE curriculum.

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

- It poses a threat or causes harm to another pupil - online bullying
- There has been sharing of inappropriate images
- There has been use of inappropriate language
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- A pupil is identifiable as a member of the school

Sanctions will be given out when a pupil's behaviour online breaches any of the above. This includes incidents outside the school day and off the school premises.

School is clear that the same standards of behaviour are expected for online behaviour as with offline behaviour.

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

School has a Smoothwall Monitor system which helps to detect children suspected of being at risk or pupils accessing inappropriate material online.

8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the [headteacher / member of the senior leadership team 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.

9 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

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

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

10 Reasonable Force

Staff are aware of de-escalation procedures as part of Team Teach training and will always aim to use these techniques first before other measures are used.

Staff have a duty to use reasonable force in the following circumstances to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence
- Incidents of reasonable force must:
- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Incidents of physical restraint must always be used as a last resort.

10.1 Positive Handling Plan

Where positive handling techniques are used or the possibility that they may be used, identified pupils have a specific plan. This identifies antecedents, anxiety/defensive/crisis behaviours. See also Positive Handling Policy.

10.2 Positive Behaviour Charts

Occasionally, a few children will need additional support for much longer periods of time to behave appropriately and these charts agreed with parents and children support recording of good/poor behaviour incidents, times and causes.

Risk assessments will be undertaken for pupils who need Positive Handling Plans

11 Mobiles Phones and Behaviour

Pupils are allowed to bring mobile phones to school in Y6 and Y5.

Phones are stored in an area during the school day to mitigate the risks of distraction, disruption, bullying and abuse.

Pupils can use them during the school day in exceptional circumstances (medical/personal reasons)

Parental permission will need to be provided via Parent Pay

Refer to Pupil Mobile Phone Policy and Acceptable Use Policy for Pupils.

11.1 Use of Mobile Phones at school or out of school to bully or intimidate others

Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

(Schools are permitted to confiscate phones from pupils under sections 91 and 94 of the [Education and Inspections Act 2006](#)).

Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.

11.2 Searching of Mobile Phones

Staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#) if they have reason to believe the phone contains inappropriate images, or if it is being/has been used to commit an offence or cause personal injury.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- > Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)
- > Upskirting
- > Threats of violence or assault
- > Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Anti-Bullying Procedures and the school's Behaviour Policy for major infringements will be followed.

12 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated.

These items will not be returned to the pupil.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Electronic cigarettes/vapes
- Fireworks
- Pornographic images
- Syringes
- Air guns - Bb guns
- Any article that the member of staff reasonably suspects has been or is likely to be used to
- Commit an offence or to cause personal injury to or damage to property of: any person including the pupil

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).

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

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

The role of the headteacher, the designated safeguarding lead and authorised members of staff

(source Searching, Screening and Confiscation July 22 Advice for Schools)

10. Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

11. The headteacher can require a member of the security staff to undertake a search. If a security guard, who is not a member of the school staff, searches a pupil, this guidance should be followed and the person witnessing the search should be a 5 This is a duty for headteachers of maintained schools. See Section 89 of the Education and Inspections Act 2006. 9 permanent member of the school staff. The headteacher may not require any other member of staff to undertake a search if they refuse.6

12. The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

13. The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises. However, it is vital that all staff understand their rights and the rights of the pupil who is being searched.

14. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in paragraph 3. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

15. If the designated safeguarding lead (or deputy) finds evidence that any child is at risk of harm, they should make a referral to children's social care services immediately (as set out in part 1 of Keeping children safe in education). The designated safeguarding lead (or deputy) should then consider the circumstances of the pupil who has been searched to assess the incident against potential wider safeguarding concerns. See paragraphs 44-46on recording searches. Before searching

16. A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. See paragraphs 2-4 on powers to search.

17. The authorised member of staff should make an assessment of how urgent the need for a search is and should consider the risk to other pupils and staff. 6 Section 550ZB of the Education Act 1996. 10

18. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

19. The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they: • are in possession of a prohibited item; • do not understand the instruction; • are unaware of what a search may involve; or • have had a previous distressing experience of being searched.

20. If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.

21. If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may

have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils.

22. If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified in paragraph 3, but not to search for items which are identified only in the school rules.⁷ See guidance on the Use of reasonable force in schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.⁸

23. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves. ⁷ Section 550ZB(5) of the Education Act 1996. ⁸ Section 93(1) of the Education and Inspections Act 2006. ¹¹

During a search

Where

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

Who

25. The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search.

26. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only: • if the member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and • in the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is same sex as the pupil or it is not reasonably practicable for the search to be carried out in the presence of another member of staff.¹⁰

27. When a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept. See paragraphs 44-46 on recording searches.

The extent of the search

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

29. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not ⁹ The powers to search outlined in this guidance only apply in England. When on a trip outside England, the law of that country should be followed. ¹⁰ Section 550ZB of the Education Act 1996. ¹² worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves. ¹¹

30. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

31. A member of staff is able to search lockers and desks or other personal spaces at the school for any item provided the pupil agrees. Schools can make it a condition of having the locker or space that the pupil agrees to have these searched. If the pupil withdraws their agreement to search, a search may be conducted both for the prohibited items listed in paragraph 3 and any items identified in the school rules for which a search can be made.

32. 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. See paragraphs 25-27 on who can conduct a search.

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

34. The member of staff's power to search outlined above does not enable them to conduct a strip search.

We will also confiscate any item which is harmful or detrimental to school discipline.

These items will not 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.

13 Responding to misbehaviour from pupils with SEND

13.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies
- As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring
- Any preventative measures will consider the specific circumstances and requirements of the pupil concerned

Removing triggers of misbehaviour:

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

13.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

13.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

13.4 Pupils with an education, health and care (EHCP) 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

The school also understands and recognises that changes in behaviour may be an indicator that a child is suffering or is likely to suffer from significant harm. Should this be the case, the school will then follow the safeguarding procedures.

14 Pupil transition

To ensure a smooth transition to the next year/pupils who are new to school, 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15 Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Executive headteacher will discipline the pupil in accordance with this policy.

Please refer to our procedures for dealing with allegations of abuse against staff and KCSIE September 2022 for more information on responding to allegations of abuse.

The Executive Headteacher will also consider the pastoral needs of staff accused of misconduct.

16 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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 (Coit Website-Policies)

17 Roles and responsibilities

17.1 The governing board

The governing body has the responsibility of setting down these general guidelines on Standards of discipline and behaviour and of reviewing their effectiveness. The governors support the EHT/HOS in carrying out these guidelines.

The EHT has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the EHT about particular disciplinary issues. The EHT must take this into account when making decisions about matters of behaviour.

The (governing body) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The (governing body) will also review this behaviour policy in conjunction with the Executive Headteacher and monitor the policy's effectiveness, holding the Executive Headteacher to account for its implementation.

17.2 The Executive Headteacher

The Executive Headteacher is responsible for reviewing this behaviour policy in conjunction with the [governing body] giving due consideration to the school's statement of behaviour principles (appendix 1). The Executive Headteacher will also approve this policy.

The Executive Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

It is the responsibility of the EHT, under the School Discipline Regulations 2012 to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head-teacher to ensure the health, safety and welfare of all children in the school.

The EHT supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The EHT is informed of all reported minor and major infringements of behaviour.

The EHT has the responsibility for giving fixed-term suspensions to individual children for major infringements of misbehaviour. For repeated or very serious breaches of the school's behaviour policy the head-teacher may permanently exclude a child.

17.3 The role of the Class Teacher

The class teachers and teaching assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Staff treat each child fairly. All children are treated with respect and understanding.

- Each class determines their own rules at the start of the school year to ensure that all children know what is expected of them and have ownership of the rules.
- All children are involved in lessons in RHE and Circle Time. During this time relevant issues are discussed to promote good relationships between all children and adults.
- In conjunction with the SENCO and SLT, specific interventions for supporting positive behaviour may be undertaken e.g., 1:1 mentoring and Mighty Minds
- The class teacher liaises with the school SENCO to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a range of professionals.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see appendix 3 for a behaviour log)
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Develop a positive relationship with pupils, which may include greeting pupils in the morning or start of a lesson, establishing clear routines, communicating expectations of behaviour in ways other than verbally, highlighting and promoting good behaviour, concluding the day positively and starting the next day afresh, having a plan for dealing with low-level disruption, using positive reinforcement
- The senior leadership team will support staff in responding to behaviour incidents.

17.4 The role of the SENCO

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. **Consequently, reasonable adjustments will be made to cater for the needs of individual pupils. Our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.**

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met

SLT will work with vulnerable children to identify triggers for poor behaviour and put in place a structured plan, including specific interventions or 1:1 mentoring, to ensure a positive outcome for each day.

17.5 The role of Parents

The definition of a parent for the purposes of the Education Act is any person who has parental responsibility which includes the Local Authority where it has a care order in respect of the child and any person (for example) a foster carer with whom the child lives

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules on the website, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.
- If the school uses reasonable sanctions to punish a child, parents should support the actions of the school.

17.6 The role of Pupils

Pupils are expected to:

- Follow the school rules
- Show respect to all members of staff and each other
- In class, make it possible for all pupils to learn
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

17.7 The role of the Midday Supervisory Assistants (MDSAs)

At lunchtime, mid-day supervisory assistants organise, play games with the children on the outside playgrounds, and field when the weather allows. This encourages children to play together well and gives them plenty of opportunities to take part in games and activities and so promote positive play.

Minor infringements can be dealt with by the MDSAs.

17.8 The role of the Peer Mediators

The school has a group of trained Y5 children who act as peer mediators during break and lunch times. Children have to apply for the position and prove that they are able to carry out the role. On being successful in their application Y5 children then follow weekly rota and work in pairs on either the KS1 or KS2 playground. They will help children solve disputes more independently and have happier playtimes, so positively encouraging appropriate behaviour.

Every dispute they deal with, they must keep a record of and this is checked regularly to ensure staff are aware of any recurring issues. Staff deal with any major incidents.

17.9 The role of other Agencies

Occasionally, repeated behaviour incidents dictate additional support from other external agencies. Multi agency support team (MAST) can support with parenting and referrals can be made via a request for support and or completion of an FCAF where deemed necessary. MAST is a voluntary service.

CAMHS may also support some behaviour patterns and parents will have to visit the GP for a referral to CAMHS. The Educational Psychologist might also conduct a preliminary observation where behavioural issues are affecting a pupil's ability to manage at school.

18 Restorative Justice Strategy

The 5 core beliefs are as follows: Listening to everyone's voice:

- Thoughts influence emotions and emotions influence subsequent actions
- The importance of being aware of the impact of our actions over others
- The importance of sharing our human needs as
- the basis for finding a way forward

- The ownership of problem solving being with the
- people effected

(Belinda Hopkins – The Restorative Classroom)

Where appropriate and with pupils' consent, we will use this approach to resolve issues. The following steps will be taken: -

- Speak to both parties separately
- Ascertain if both sides are happy to proceed to a meeting to discuss the incident
- Choose an appropriate time/room/set up
- Start with the person who is perceived to have caused the harm
- Move on to the harmed
- Next steps....

18 Training

Our staff are provided with training on managing behaviour, including proper use of restraint, (as applicable) as part of their induction process. Behaviour management will also form part of continuing professional development.

- Team Teach including de-escalation techniques,
- Trauma Informed Schools Training
- Zones of Regulation training
- The needs of pupils at the school
- How SEND and mental health needs impact behaviour

19 Monitoring

Each half term, an analysis of behaviour incidents is undertaken, patterns, reasons looked for. Patterns of behaviour with all groups of children is investigated.

19.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Number of Behavioural incidents
- Bullying Incidents
- Sexualised Incidents
- Online Safety Incidents
- Smoothwall Portal and Monitoring
- Permanent exclusion and suspension (reported to governors once a term)
- 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 (once a year)

The data will be analysed from a variety of perspectives including:

- By age group
- By term
- By protected characteristic for bullying incidents

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

The EHT/SLT monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The governing body and staff review this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

20 GDPR

The information gathered for the purposes of monitoring behaviour will be used solely for this purpose. It will only be accessible to school staff involved with this activity.

The data will be shared when a child moves to a new setting.
Records will be held on the school CPOMS system.

21 Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT and then if still not satisfied, the Chair of Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



Behaviour%20Record Behaviour%20Record
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