



COIT PRIMARY
POLICY FOR BEHAVIOUR

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J.Eagleton

Coit Primary School Behaviour and Discipline Policy

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1 Aims and expectations

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 fairly and well. 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 everyone feels happy, safe and secure.

Coit School has its own Golden Rules. These rules are enforced to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

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. We treat all children fairly and apply this behaviour policy in a consistent way.

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.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. **This policy is on the school website.**

Our policy then 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 encourage self-discipline.
- To prevent bullying.
- To model what is meant by good behaviour, recognising and rewarding good behaviour.
- To provide the best atmosphere for learning.
- 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.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 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

- Keeping Children Safe in Education September 2021 [KCSIE 2021](#)
- Behaviour and Discipline in Schools Jan 2016 [Behaviour and Discipline in schools 2016](#)

3 Rewards

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

Daily

- Staff congratulate and praise children
- Staff give children house point tokens and stickers
- **Teachers may give children extra playtime as a reward for exceptional behaviour**
- A class mascot is awarded to a child who has shown good behaviour/attitude/completed good work that day

Weekly

- **Weekly house point winners receive a sticker and praise in Friday's Achievement assembly**
- One child (usually) or more from each class will be nominated and receive the Bennett Award for overall excellence in their work and attitude to learning for the week. This child has his/her photograph taken that is displayed in the hall, and receives a special certificate. He/she is able to keep the Bennett Award trophy in his/her classroom for the following week
- Children in each class are also noted for their Mindset achievements
- The class with the highest attendance receive 10 minutes extra play

Termly

- The CPG award is given to one or more pupils from F2/KS1 and one or more from KS2 for consistent performance in terms of modeling good learning behaviours
- **A termly Bennett award is given to one pupil from each class for outstanding academic performance**
- **The house with the most overall house points that half term will have a movie afternoon**
- **Attendance certificates (bronze, silver and gold) are awarded for attendance in the range (98%-100%)**

Annual

- **Year 6 receive academic and sportsmanship awards at their leaving assembly at the end of the Summer term**
- **Attendance certificates given out for annual attendance (100%-98%)**

4 Sanctions

The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. It is the responsibility of the member of staff who is involved who witnesses or experiences poor behaviour to issue the sanction.

4.1 Minor Infringement Recording Process

- 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 behavior support plan.
- Behaviour incidents are recorded on CPOMS (Child Protection Online Monitoring System)
- MDSAs pass on any behaviour information to relevant teacher at the end of dinnertime. Also to a member of SLT who meets with them half-termly.

4.2 Minor Infringements can include but are not limited to

- Not following instructions, the first time
- Poor listening skills
- Poor learning behaviours
- 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)
- Inappropriate behaviour
- Defiance
- Damage to property (age and object dependent)
- Biting
- Insolence
- Nipping/Scratching
- Spitting
- Telling Lies
- Theft (dependent on what is stolen)

The following procedures to deal with incidents of negative behaviour will follow a consistent procedure throughout school. Warnings will be issued, and are cumulative throughout the day; these incidents will generally be of a minor nature.

4.3 Minor Infringement Sanctions

- 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 (see list above)
- If the behaviour continues, they will be given a sanction (usually loss of playtime)
- TAs/other adults will be informed of any issues or warnings before taking a group
- Twice weekly meetings allow behavioural issues to be shared among staff.
- 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

Occasionally some children however may warrant a different approach depending on individual circumstances.

4.4 Possible Major 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 effect other pupils/staff/adults whilst at school or off site on a school visit but are not limited to

- Bullying* see our Anti-Bullying Policy for our approach to preventing and addressing bullying (Racism, Homophobic, Biphobic and Transphobic bullying, Peer on Peer abuse*, Verbal bullying, prejudice-based and discriminatory bullying, Cyber bullying and Physical bullying)
- Physical assault/Physical aggression
- Verbal abuse/verbal aggression
- Threatening behaviour (including spitting/scratching/nipping)
- Fighting (age appropriate context and injury sustained)
- Sexual misconduct -sexual violence and sexual harassment including sharing of nude/semi nude images (see asterick below for a more detailed explanation of what constitutes sexual misconduct *
- Theft (the object stolen 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 and or insolence and not following instructions
- Inappropriate or dangerous items being brought onto the school premises
- Inappropriate or dangerous items used to inflict harm
- Inappropriate or dangerous items used to cause damage
- Smoking
- Drinking alcohol
- 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
- 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 violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);

• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

• 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;

• consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);

• upskirting 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; and

• 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)

*Peer Abuse further guidelines see [KCSIE Sept 21](#) paragraph 46-50

4.5 Major Infringement Recording Procedure

Behaviour is recorded on either a

- Bullying record sheet
- RIHMS record sheet
- Behaviour record sheet
- Exclusion letter
- CPOMS upload of incident
- A member of the SLT 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 the HT.
- The child may have to be excluded for a fixed term
- The child may have to be excluded permanently

In the case of major infringements and the circumstances involved some of the sanction stages below may be bypassed and an exclusion (fixed term/permanent) applied immediately.

4.6 Procedure following a major infringement and/or fixed term exclusion

- 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*)
- **Parent meetings will be via ZOOM September 2021**
- The staff, parents and child, to help them with their future behaviour, draw up a positive behaviour plan.
- The child is monitored by using the daily individual Behaviour plan usually for the next three weeks.
- The child can collect points/rewards on their Behaviour plan as appropriate as well as comments for every lesson and/or playtime.
- The Individual Behaviour Plan is taken home for parents to read and sign. The frequency of this is personalised for each child.
- 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 consider a permanent exclusion.

4.7 Fixed-term and permanent exclusions see Exclusion Policy

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

4.8 Lunch-Time Exclusions

Pupils whose behaviour at lunchtime is disruptive may be excluded 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.

5 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 o poses a threat to another pupil or member of the public o 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.

6 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 2021](#) for more information on responding to allegations of abuse.

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

[KCSIE 21](#) paragraphs 388,389,453,454

Bystanders

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the “sidelines” and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

At Coit Primary, we expect our pupils to take responsibility to report any incidents of poor behaviour to a member of staff. Where an incident is being investigated, children and staff are expected to be truthful and report the facts accurately.

7 Roles and responsibilities

7.1 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.

7.2 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 exclusions 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.

7.3 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 PSHE (Personal, Social, Health Education), SEAL (Social & Emotional Aspects of Learning) and Circle Time. During this time relevant issues are discussed to promote good relationships between all children and adults.

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.

7.4 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, 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 to ensure a positive outcome for each day.

7.5 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.

7.6 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

7.7 Pupil Support

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.

7.8 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.

7.9 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 Y5/6 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.

7.10 The role of other Agencies

Occasionally repeat 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.

8 Physical Restraint

Staff at Coit do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children (See policy for Physical Restraint)

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 (see appendix 3 for a behaviour log)

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

8.1 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.

8.2 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

9 Restorative Justice Strategy

As of September 2019, we will be adopting a restorative practice 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....

10 Confiscation of Prohibited items

Prohibited Items This list can include the following

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco , cigarette papers and e-cigarettes
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence
- Any article that the member of staff reasonably suspects is likely to cause personal injury to or damage to the property of any person (including the pupil)

10.1 Confiscation and Searching Pupil Property Searching with consent - Schools' common law powers to search

- School staff can search pupils with their consent for any item.
- Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or locker and for the pupil to agree.
- Schools should make clear in their school behaviour policy and in communications to parents and pupils what items are banned.

- If a member of staff suspects a pupil has a banned item in his/her possession, they can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, the teacher can apply an appropriate punishment as set out in the school's behaviour policy.
- A pupil refusing to co-operate with such a search raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances, schools can apply an appropriate disciplinary penalty.

10.2 Searching without consent What the law says:

- The Executive Headteacher or a member of school staff and authorised by the Executive Headteacher can carry out the search.
- The teacher must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if possible, they should be the same sex as the pupil being searched.
 - exception to this rule. a search can be carried out on a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.
- When can I search?
- If school has reasonable grounds for suspecting that a pupil is in possession of a prohibited item.
- The law also says what must be done with prohibited items, which are seized following a search.
- The requirement that the searcher is the same sex as the pupil and that a witness is present will continue to apply in nearly all searches. Where it is practicable to summon a staff member of the same sex as the pupil and a witness then the teachers wishing to conduct a search must do so.
- Authorising members of staff
- The Executive Headteacher should decide who to authorise to use these powers. There is no requirement to provide authorisation in writing.
- Staff, other than security staff, can refuse to undertake a search.
- Staff can be authorised to search for some items but not others; for example, a member of staff could be authorised to search for stolen property, but not for weapons or knives.

10.3 Establishing grounds for a search

- Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion.
- For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.
 - In the exceptional circumstances when it is necessary to conduct a search of a pupil of the opposite sex or in the absence of a witness, the member of staff conducting the search should bear in mind that a pupil's expectation of privacy increases as they get older.
 - The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.
- School staff can view CCTV (if the school has CCTV) footage in order to make a decision as to whether to conduct a search for an item
- Searches for items banned by the school rules
 - An item banned by the school rules may only be searched for under these powers if it has been identified in the school rules as an item that can be searched for.
 - The school rules must be determined and publicised by the Executive Headteacher in accordance with section 89 of the Education and Inspections Act 2006 in maintained schools. In the case of academy schools and alternative provision academies, the school rules must be determined in accordance with the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012. Separate advice on school rules is available in 'Behaviour and Discipline – advice for Executive Headteachers and school staff' via the link under Associated Resources.
 - Under section 89 and the School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012 the Executive Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

- Location of a search
- Searches without consent can only 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 school trips in England or in training settings.

10.4 During the search Extent of the search – clothes, possessions, desks What the law says:

The person conducting the search may not require the pupil to remove any clothing other than outer clothing.

- ‘Outer clothing’ means clothing that is not worn next to the skin or immediately over a garment that is being worn as underwear but ‘outer clothing’ includes hats; shoes; boots; gloves and scarves.
 - ‘Possessions’ means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.
 - 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.
- Also note:
- The power to search without consent enables a personal search, involving removal of outer clothing and searching of pockets; but not an intimate search going further than that, which only a person with more extensive powers (e.g. a police officer) can do.

10.5 Use of force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers and e-cigarettes, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules.

10.6 After the Search The power to seize and confiscate items – general What the law allows:

- Schools’ general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil’s property as a disciplinary penalty, where reasonable to do so. Also note:
- The member of staff can use their discretion to confiscate, retain and/or destroy any item found as a result of a ‘with consent’ search so long as it is reasonable in the circumstances. Where any article is thought to be a weapon it must be passed to the police.
- Staff have a defence to any complaint or other action brought against them. The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.
- Items found as a result of a ‘without consent’ search

10.7 What the law says:

- A person carrying out a search can seize anything they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.
- Where a person conducting a search finds alcohol, they may retain or dispose of it. This means that schools can dispose of alcohol as they think appropriate but this should not include returning it to the pupil.
- Where they find controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the person thinks there is a good reason to do so.
- Where they find other substances, which are not believed to be controlled drugs these, can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called ‘legal highs’. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.

- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the person thinks that there is a good reason to do so.
- Where a member of staff finds tobacco or cigarette papers they may retain or dispose of them. As with alcohol, this means that schools can dispose of tobacco or cigarette papers as they think appropriate but this should not include returning them to the pupil.

11 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.

12 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.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

The EHT/HOS 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.

13 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.

14 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15 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.

16 Policies linked to Behaviour Policy

- Anti-Bullying Policy

- Allegations of Abuse against staff
- Complaints Procedure
- Exclusion Policy
- Safeguarding Policies and Procedures (SSCB)
- Searching, Screening and confiscation at School
- Equality Policy
- KCSIE 2021
- Exclusion from Maintained Schools, academies and pupil referral units in England September 2017
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational needs and disability (SEND) code of practice

Appendix

Bullying Record Ofsted Framework Sept 2019)

Type of Bullying Involved	Cyber	
	Physical	
	Verbal	
	Homophobic	
	Biphobic	
	Transphobic	
	Disability	
	Gender	

Perpetrator Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of incident

Victim Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of Incident

Bullying incident details	
Date of Incident	
Witness details	

Details

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Victim

Clear support for the victim at the time of the incident	
All staff who work with the victim informed	
Victim followed up –discussion, counselling, parents informed,	
External agencies involved	

Perpetrator

Clear reprimand for the perpetrator Sanctions applied	
All staff who work with the perpetrator informed	
Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Whole class follow up needed (how, when where what)

Tick the most appropriate descriptor

1 No offence was intended or taken
2 Hurt or distress was caused but the offending behaviour is unlikely to be repeated
3 Hurt or distress was caused and the pupil(s) responsible had previously been warned that behaviour was unacceptable
4 Substantial hurt or distress was caused: the behaviour was based on substantial hostility and prejudice –the behaviour may be repeated

Form completed by	Date
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Bullying Log added to

RHIMS Record

Date of Incident

Type of RHIMS Involved	Cyber
	Physical
	Verbal

Perpetrator Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of incident

Victim Details	Gender M/F	Yr Group	Ethnicity	Previously a victim/perpetrator	Location of Incident

RHIMS incident details	
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Victim

Clear reprimand for the victim	
All staff who work with the victim informed	
Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Perpetrator

Clear reprimand for the perpetrator Sanctions applied	
All staff who work with the perpetrator informed	

Offender followed up –discussion, counselling, parents informed,	
External agencies involved	

Whole class follow up needed (how, when where what)

Form completed by _____

RHIMS log added to _____

Behaviour Record Sheet KS1

Name: _____

Class: _____

Date: _____

Where did it happen?

Yard

Classroom

Hall

Field

Mobile

What happened? Who was hurt/upset/affected?

Who was hurt/upset by your behaviour?

How did it make the other person feel?



How do I feel?



What needs to happen next to put things right?

Behaviour Record Sheet KS2

Name: _____

Class: _____

Date: _____

Where did it happen?

Yard

Classroom

Hall

Field

Mobile

What happened?

What harm has resulted from your actions?

Who was affected by your actions and How were they affected?

What needs to happen next to sort things out?
