

WALFORD NURSERY & PRIMARY SCHOOL



POLICY for BEHAVIOUR

Reviewed: Autumn 2022

Date for Review: Autumn 2024

WALFORD NURSERY & PRIMARY SCHOOL

BEHAVIOUR POLICY

Walford Nursery & Primary School is a caring and understanding school. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Policy for Behaviour echoes our core values with a strong emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and children. We believe that considerate behaviour is an essential feature of school life and we share a common understanding of expectations between all members of our school community.

Aims of the Policy:

As a school, we aim to:

- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school;
- outline the expectations and consequences of behaviour;
- provide a consistent approach to behaviour management that is applied equally to all pupils;
- define what we consider to be unacceptable behaviour, including bullying and discrimination;
- create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment;
- provide a safe, caring and happy learning environment;
- foster positive self-esteem and self-discipline;
- encourage mutual respect and cooperation;
- create a culture of exceptionally good behaviour: for learning, for community, for life;
- ensure that all children are treated fairly, shown respect and to promote good relationships;
- refuse to give attention and importance to poor conduct;
- help children take control over their behaviour and be responsible for the consequences of it;
- build a community which values kindness, care, good humour, good temper, obedience and empathy for others;
- promote community cohesion through improved relationships;
- ensure that excellent behaviour is a minimum expectation for all.

Legislation, Statutory Requirements and Statutory Guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education 2022
- Exclusion from maintained schools, academies and pupil referral units in England 2017

- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2022
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice. In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.
- DfE guidance explaining that maintained schools must publish their behaviour policy online.

Purpose of the Policy:

This policy will provide simple, practical procedures for staff and children that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

Walford Nursery & Primary School's Behaviour Policy will:

- be simple, clear and coherent
- create problem solvers
- encourage professional judgement
- define technical building blocks of behaviour management
- make praise easy
- make emotional acceleration difficult
- address adult behaviour directly
- ensure consistency
- allow positive relationships to flourish

School Behaviour Curriculum

Walford Nursery & Primary School has a **Code of Conduct** and three magic rules, which encourage positive behaviour:

Three is the magic number...

Walford Nursery & Primary School will have 3 Magic Rules:

- Ready
- Respectful
- Safe

Take care of yourself

- ✓ *Ask permission to leave the classroom or to enter the school building at break times*
- ✓ *Always tell the truth.*

Take care of others

- ✓ *Keep hands, feet and unkind words to yourself.*
- ✓ *Allow teachers to teach and children to learn.*
- ✓ *Be polite and friendly to everyone, including visitors and other children.*

Take care of our school

- ✓ *Look after school equipment and the school building.*
- ✓ *Be proud of our school and maintain its reputation.*

The thinking behind each rule is explained so that all children realise the need for a code of conduct to ensure their safety.

How will staff behave?

- Staff will always be ready, organised and prepared to teach the children at Walford Nursery & Primary School.
- Staff will always respect all pupils, parents, visitors and members of the community.
- Staff will always keep children and adults safe.

All staff, every day will:

- consistently model respectful, safe and ready behaviours.
- recognise and praise good behaviour that is 'above and beyond'.
- follow steps in the Policy for Behaviour – refusing to give attention and importance to poor conduct.

Consistency in Practice:

Consistency lies in the behaviour of adults. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel treated as valued individuals, they respect adults and accept their authority.

➤ **Consistent Language and Consistent Response**

Referring to the agreement made between staff and children, simple and clear expectations are reflected in all conversations about behaviour.

'The answer lies in the ability of adults to deliver behaviour practice that is simple, highly effective and utterly consistent'

When the Adults Change, Everything Changes Paul Dix (p.3 2016)

➤ **Consistent Follow-Up**

Ensuring 'certainty' at the classroom and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

➤ **Consistent Positive Reinforcement**

Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

➤ **Consistent Consequences**

Defined, agreed and applied in the classroom as well as established structures for more serious consequences.

➤ **Consistent Simple Rules, Agreements and Expectations**

Promoting appropriate behaviour, icons, symbols and visual cues.

➤ **Consistent Respect from Adults**

➤ **Consistent Models of Emotional Control**

Emotional restraint that is modelled and not just taught. Teachers are role-models for learning and teachers learning alongside children.

➤ **Consistent Rituals and Routines for Behaviour Around the School**

'Wonderful Walford Walk' when walking around the school's narrow corridors and outdoor spaces.

➤ **Consistent Environment**

Display the quality of a good primary school. Consistent visual messages and echoes of core values.

Behaviour for Excellent Teaching and Learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct: **Ready, Respectful, Safe** is displayed in every learning space and referred to in conversations around conduct.

All staff will:

- **meet and greet** at the door;
- refer to the school rules: **Ready, Respectful, Safe**;
- **model** positive relationships and build strong relationships;
- **plan** lessons that engage, challenge and meet the needs of the all children;
- use a **visible recognition** mechanism (Above and Beyond board) throughout every lesson;
- be **calm** and give 'take up time' when going through the steps. Prevent before sanctions;
- **follow** up every time, retain ownership and engage in reflective dialogue with children;
- **never ignore** or walk past children who are behaving badly.
- endeavour to **praise in public** and **reprimand in private**.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to children.

Senior leaders will:

- **meet and greet** children at the beginning of the day;
- be a **visible presence** around the school, especially at transition times;
- **celebrate** children and staff who go '**above and beyond**' expectations;
- regularly **share good practice**;
- **support staff** in managing children with specific and complex behavioural needs or entrenched negative behaviours.

Responding to Good Behaviour

We recognise and reward children who go '**above and beyond**' our expectations. Staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

'It's not what you give but the way that you give it that counts!'

Paul Dix (2016)

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those children who are hardest to reach.

Staff may also choose to:

1. Provide verbal praise.
2. Recognise children using the Above and Beyond recognition board.
3. Make a telephone call home to outline aspects of celebration with parents/carers.

Managing Behaviour

Classroom

Engagement in learning is every teacher's key priority. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a child is out of the class is one where they are not learning. Steps should always be taken with care and consideration, taking individual needs into account where necessary. Teachers should always praise the behaviour you want to see rather than paying attention to misbehaviour. All children must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical Steps in Managing and Modifying Misbehaviour

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Steps	Actions
1. Redirection	Gentle encouragement, a 'nudge' in the right direction, a small act of kindness.
2. Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders where necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3. Caution	A clear verbal caution delivered privately wherever, making the child aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their good previous conduct to prove that they can make good choices. 30 second intervention: - Gentle approach, personal, non-threatening, side on, eye-level or lower. - State the behaviour that was observed and which rule / expectation / routine it contravenes. - Tell the child what the consequences of their action is. Refer to previous good behaviour / learning as a model for the desired behaviour. - Walk away from the child; allow time for them to decide what to do next. If there are comments as you walk away, write them down and follow up later. Look around the room with a view to catch somebody following the rules. We resist endless discussions around behaviour and spend our energy, returning children to their learning.

Refocusing the conversation:

When children try to argue, shift the blame, or divert the conversation, you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the child to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat, the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows children to feel as though they are being listened to and avoids conversational cul-de-sacs.

Responses:

Child	Teacher
It wasn't me...	I hear what you are saying...
But they were doing the same thing	I understand...
I was only...	Maybe you were...and yet...
You are not being fair	Yes sometimes I may appear unfair...
It's boring	Be that as it may...
You are a ... (name calling)	There may be some truth in that... I am sorry that you are having a bad day.

If the conversation is becoming unproductive, use: *'I am stopping this conversation now. I'm going to walk away and give you a chance to think about your conduct. I know that when I come back we will have a polite, productive conversation.'*

4. Time Out

Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.

- The child is asked to speak to the teacher away from others (Praise in Public, Reprimand in Private)
- Boundaries are reset
- The child is asked to reflect on their next step. Again, they are reminded of their previous conduct / attitude / learning.
- The child is given a final opportunity to re-engage with their learning and follow instructions.

Children should only stand outside classrooms if they need to cool down and / or defuse a situation. In general, three minutes is enough.

5. Internal Referral	If the step above is unsuccessful, or if a child refuses to go take a time out then the child will be asked to leave the room. If appropriate, a member of the senior leadership team will escort the child to a workspace outside of the classroom. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.
6. Restore / Reparation	A meeting should take place before the next lesson. ➤ What's happened? ➤ What was each party thinking? ➤ Who feels harmed and why? ➤ What have each party thought since? ➤ What behaviours will each of us show next time? ➤ Reaffirm your commitment to building a trusting relationship.
7. Partnership	The partnership stage will be implemented where there is a cause for concern, e.g., attendance, behaviour or progress issues. The child will be allocated a named adult who will: ➤ Support and facilitate meetings between teachers and children ➤ Develop an appropriate action plan with the child ➤ Monitor, review and mentor using the action plan ➤ Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves ➤ Implement the Daily / Weekly Incidents Between Peers log in order to monitor behaviour and incidents ➤ If a child does not achieve the required change in conduct agreed within the action plan, a verbal warning will be issued by Ms George, Headteacher ➤ Children must be given a second chance to achieve the targets agreed on the action plan after a verbal warning
8. Restorative Meeting	A meeting which takes a 360-degree view of the child will be convened. This meeting will include: Class Teacher, Child, Parent / Carer and a senior leadership team. The meeting will address the child's progress and achievement, learning needs, attitudes and behavioural routine. Actions agreed at the meeting will come under terms of a final warning. If the child does not meet the agreed actions, procedure will move to the next stage. Serious Breach is an incident that may lead to a suspension or permanent exclusion. Alternatives to permanent exclusion will be sought.

	Every effort will be made to encourage and support a change in the child's behaviour. All of these matters will be confirmed in writing and recorded on behaviour plans.
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Behaviour and Learning Management

All children must be given 'take-up' time in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.



Bullying

Bullying has to fit into our framework for discipline procedures and therefore procedures for this problem will be the same as for any behavioural problem.

Bullying can be:

- **verbal** (repeatedly saying something to upset another person, e.g., hurtful comments, offensive comments about choices, the use of discriminatory language and/or swearing);
- **indirect** (repeatedly using actions behind someone's back or not directly to their face in order to upset them, e.g., rumours, sharing secrets, isolating someone, damaging or taking someone's property, intimidation and cyberbullying);
- **physical** (repeatedly using body contact to upset, hurt someone or humiliate them, e.g., punching, kicking, slapping, tripping, spitting or throwing objects at another person).

Bullying will not be tolerated at Walford Nursery & Primary School.

Through the school's work with The Diana Award, we teach and understand that the definition of bullying is:

repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe

The act of bullying can be conducted by one or more children frequently and shows a real imbalance of power between the bully and the child being bullied.

If parents / carers suspect their child is being bullied, they need to contact the school to discuss the problem and allow investigations to take place. Victims will be listened to and given support if required. When bullying takes place, both the bully and the victim are identified. The Bullying Assessment Flow Chart should be used to deal with this problem.

NB: We should remember that bullying is an area that needs to be clearly defined as we need to be sure that bullying has taken place and that the incident is not another infraction.

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

BULLYING ASSESSMENT FLOW CHART

Investigate the Allegation

When there is an incident of bullying reported, it is necessary to investigate the problem. The children concerned will be interviewed to ascertain if a case of bullying has taken place.

Was there aggression?

Verbal aggression – name calling, hurtful comments, discriminatory language.

Indirect aggression - spreading rumours, isolation, cyber bullying.

Physical aggression – hitting, shoving or threatening injury.

No

Not Bullying
Consider another problem.

Yes

Was there dominance?

Was the aggressor stronger?
Was one side outnumbered by the other?

No

Not Bullying
Consider another problem.

Yes

Was there persistence?

Was there more than one incident?
Did the aggressor fail to stop when asked?

No

Not Bullying
Consider another problem.

Yes

If bullying has occurred....
Follow the next steps.

If bullying has occurred...

These steps can be followed, but not necessarily in a set order.

If an incident warrants it, then any of the following procedures can be used:

- Discussions with parents / carers
- PSHE Education lessons used to educate children about bullying
- Encourage the 'bully' to apologise and find a way to improve his/her behaviour
- Discuss strategies to use in order to stop incidents of bullying occurring
- Monitor and follow-up incidents to ensure that the bullying does not reoccur. Implement the Daily / Weekly Incidents Between Peers log in order to monitor behaviour and incidents
- If the act of bullying warrants it, then a suspension can be put in place and if it continues, it can eventually lead to a permanent exclusion.

Reasonable Force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular 10/98, relating to section 550a of the Education act 1996: *The Use Of Force To Control Or Restrain Pupils* and the DfE guidance 2013: *Use of Reasonable Force – Advice for Headteachers, staff and governing bodies*.

Teachers at Walford Nursery & Primary School do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if the child is in danger of hurting him/herself. The actions we take are in line with government guidelines on the restraint of children. Please refer to the Policy for Physical Handling.

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- causing disorder;
- hurting themselves or others;
- damaging property;
- committing an offence.

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.

Confiscation and Searches

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

Confiscation

Any prohibited items found in a pupil's possession, as a result of a search, will be confiscated. These items will not be returned to the pupil.

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

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness during the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) or pastoral member of staff who may have more information about the pupil, for example, their class teacher. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

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

Before carrying out a search the authorised member of staff will:

- assess whether there is an urgent need for a search;
- assess whether not doing the search would put other pupils or staff at risk;
- consider whether the search would pose a safeguarding risk to the pupil;

- explain to the pupil why they are being searched;
- explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf;
- explain how and where the search will be carried out;
- give the pupil the opportunity to ask questions;
- seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher / DSL (or DDSL), to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

- any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt);
- hats, scarves, gloves, shoes, boots.

Searching pupils' possessions

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

- Classroom Drawers
- Bags

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

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

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

Informing the Designated Safeguarding Lead (DSL)

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

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item;
- if they believe that a search has revealed a safeguarding risk.

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

Informing parents / carers

Parents / carers will always be informed of any search for a prohibited item. A member of staff will tell the parents / carers as soon as it is reasonably practicable:

- what happened;
- what was found, if anything;
- what has been confiscated, if anything;
- what action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Policy for Child Protection and Safeguarding and speak to the DSL. The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and Record-Keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents / carers to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents / carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents / carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least two people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except:

- if the pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- if the appropriate adult agrees.

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- act to safeguard the rights, entitlement and welfare of the pupil;
- not be a police officer or otherwise associated with the police;
- not be the Headteacher;
- be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's Policy for Child Protection and Safeguarding and speak to the DSL. The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Off-site Misbehaviour

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

- taking part in any school-organised or school-related activity (e.g., school trips);
- travelling to or from school;
- wearing school uniform;
- in any other way identifiable as a pupil of our school.

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

- could have repercussions for the orderly running of the school;
- poses a threat to another pupil;
- could adversely affect the reputation of the school.

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

Online Misbehaviour

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

- it poses a threat or causes harm to another pupil;
- it could have repercussions for the orderly running of the school;
- it adversely affects the reputation of the school;
- the pupil is identifiable as a member of the school.

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

Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher / DSL or DDSL 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 DSL will make a tandem report to children's social care, if appropriate.

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.

For more information, please refer to our Policy for Child Protection and Safeguarding.

Malicious Allegations

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

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

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

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

Please refer to our Policy for Child Protection and Safeguarding for more information on responding to allegations of abuse against staff or other pupils.

Serious Sanctions

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.

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

Suspension and Permanent Exclusions

The school can use suspension and/or permanent exclusion in response to serious incidents or in response to persistent misbehaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort.

Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Policy for Behaviour. The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010);
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014);
- if a pupil has an Education, Health and Care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

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 statements is 'yes', it may be unlawful for the school to sanction the pupil for the misbehaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Special Educational Needs Co-ordinator (SENCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, the school will liaise with external agencies and plan support programmes for that child. The school will also work with parents / carers to create a plan of support and review it on a regular basis.

Pupils with an Education, Health and Care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Pupil Transition

Inducting Incoming Pupils

The school will support incoming pupils to meet behaviour standards by ensuring processes to familiarise them with the Policy for Behaviour and the wider school culture.

Preparing Outgoing Pupils for Transition

To ensure a smooth transition to the next year:

- pupils have at least two 'Move Up' sessions with their new teacher(s) / teaching assistants;
- the current class teacher conducts a transition meeting with the children's new teacher(s) in order to share relevant information related to pupil performance / behaviour, etc. at the start of the academic year;
- new class teachers conduct a 'Meet the Teacher' event for all parents and carers in order to outline year group and behaviour expectations.

Training

As part of the school's induction process and ongoing training programme, all staff receive regular training on behaviour management, including:

- the proper use of restraint;
- the needs of the pupils on roll;
- how SEND and mental health and wellbeing needs can impact on children's behaviour.

Roles and responsibilities

The governing body

The governing body is responsible for:

- reviewing and approving the Written Statement of Behaviour Principles (**Appendix 1**);
- reviewing this Policy for Behaviour, in conjunction with the Headteacher;

- monitoring the policy's effectiveness;
- holding the headteacher to account for its implementation;

The Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the governing body;
- giving due consideration to the school's Written Statement of Behaviour Principles (**Appendix 1**);
- approving this policy;
- ensuring that the school environment encourages positive behaviour;
- ensuring that staff deal effectively with misbehaviour;
- monitoring that the policy is implemented by staff consistently with all groups of pupils;
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them;
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully;
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy;
- ensuring this policy works alongside the Policy for Child Protection and Safeguarding to offer pupils both sanctions and support when necessary;
- ensuring that the data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and Staff

Staff are responsible for:

- creating a calm and safe environment for pupils;
- establishing and maintaining clear boundaries of acceptable pupil behaviour;
- implementing the Policy for Behaviour consistently;
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils;
- modelling expected behaviour and positive relationships;
- providing a personalised approach to the specific behavioural needs of particular pupils;
- considering their own behaviour on the school culture and how they can uphold school rules and expectations;

- recording behaviour incidents promptly using the Daily/Weekly Incidents Between Peers Log or My Concern;
- challenging all pupils to meet the school's expectations;

The Senior Leadership Team (SLT) will support staff in responding to incidents of misbehaviour.

Parents / Carers

Parents and carers, where possible, should:

- get to know the school's Policy for Behaviour and reinforce it at home where appropriate;
- support their child in adhering to the school's Policy for Behaviour;
- inform the school of any changes in circumstances that may affect their child's behaviour;
- discuss any behavioural concerns with the class teacher promptly;
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions);
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school;
- take part in the life of the school and its culture;

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

Pupils

Pupils will be made aware of the following:

- the expected standard of behaviour they should be displaying at school;
- that they have a duty to follow the school's Policy for Behaviour;
- the school's three rules (Ready, Respectful and Safe) and clear routines;
- the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they do not meet the school's behaviour standards;
- the pastoral support that is available to them to help them meet the behavioural standards;

Pupils will be supported to meet the school's behaviour standards and will be provided with repeated reminders wherever appropriate.

Pupils will be supported to develop an understanding of the school's Policy for Behaviour and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Policy for Behaviour.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Monitoring Arrangements

Monitoring and Evaluating School Behaviour

The school will collect data on the following:

- behavioural incidents, including removal from the classroom;
- attendance, suspension and permanent exclusion;
- use of pupil alternative provisions, off-site directions and managed moves;
- incidents of searching and confiscation;
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

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

- at school level;
- by age group;
- at the level of individual members of staff;
- by time of day/week/term;
- by protected characteristics.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This Policy for Behaviour is linked to the following policies:

- Policy for Exclusions
- Policy for Child Protection and Safeguarding
- Policy for Physical Restraint

Monitoring and Review

This policy is monitored by the governing body, and will be reviewed every two years, or earlier if necessary.

Policy revised: Autumn 2022

Date for next review: Autumn 2024

Date ratified by the Governing Body: 16 / 11 / 2022

Signed: _____

Date: **Chair Of Governors**
16 / 11 / 2022

Appendix 1



Walford Nursery & Primary School

Written Statement of Behaviour Principles

November 2022



The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2022) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools - Guidance for Governing Bodies' (DfE 2022) has also been used as a reference in producing these principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

Walford Nursery & Primary is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. The whole school behaviour system reflects the school's ethos and encourages every pupil to go 'above and beyond' in all that they do! Values and learning behaviours are integral to our curriculum and they shape the kind of people our pupils will become, enabling them to make the best of their learning in the future. Our school values underpin all learning at school as they form our attitudes towards learning and to each other. Our school values, rules and ethos underpin our relationships, curriculum and policies.

Behaviour Principles

- All pupils, staff, visitors and other members of the school community have the right to feel safe at all times in school.
- Every pupil should be educated in an environment where they feel valued, listened to and respected.
- Staff and volunteers set an excellent example to pupils at all times.
- Adults in school model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our pupils to become confident, resilient and self-assured learners.
- Governors expect all members of the school community to behave responsibly and to treat each other with respect.
- Walford is an inclusive school and we believe in equality and valuing the individual – all members of the school community should be free from discrimination.
There are no outsiders. Everyone is welcome in our school. No-one is the same but everyone is equal.
- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.

- Pupils should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Bullying or harassment of any description is unacceptable and not tolerated even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- Pupils have the right to learn and achieve their full potential.
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school.
- The school's legal duties in order to comply with the Equality Act 2010 are reinforced through the Policies for Behaviour and Anti-Bullying.
- The Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- The Governors believe that the use of rewards and sanctions must have regard to the individual situation, the individual pupil and the Headteacher is expected to use their discretion in their use.
- Pupils should be encouraged to be accountable for their actions and the potential impact on themselves and others.
- Sanctions for misbehaviour should be known and understood by all staff and pupils and should be consistently applied.
- Sanctions should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary.
- Consequences should enable a pupil to reflect on, and learn from, a situation and to make reparation wherever possible.
- The school should work in partnership with parents/carers to develop and promote positive behaviours and seek advice from appropriate outside agencies wherever necessary.
- The Governors feel strongly that exclusions must only be used as the very last resort.

We subscribe to the six principles (linked to theory) of the Thrive Approach:

1. We understand that behaviour communicates unmet needs and can separate the child from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and, therefore, the skills of self-control, empathy and emotional management.

This written statement and the policies that are influenced by it apply to all pupils when in school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when travelling to and from school.

The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents / carers, towards school staff, will not be tolerated.