

# Behaviour Policy and Statement of Behaviour Principles

Lower Darwen Primary School



Approved by:

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## Contents

1. Aims .....	2
2. Legislation, statutory requirements and statutory guidance .....	2
3. Definitions.....	3
4. Bullying.....	4
5. Roles and responsibilities .....	4
6. School behaviour curriculum .....	6
7. Responding to behaviour .....	9
8. Serious sanctions .....	18
9. Responding to misbehaviour from pupils with SEND .....	19
10. Supporting pupils following a sanction.....	20
11. Pupil transition.....	20
12. Training .....	21
13. Monitoring arrangements.....	21
14. Links with other policies .....	22
Appendix 1: written statement of behaviour principles.....	23
Appendix 2: letter of reflection.....	24
Appendix 3: Lower Darwen Primary School Rewards and Consequences Rhombus .....	25
Appendix 4: Microscript.....	26
Appendix 5: Restorative Conversation.....	27

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### 1. Aims

This policy aims to:

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

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
- Online sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - E-cigarettes or vapes
  - Fireworks

- 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)

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of how our school prevents and responds to allegations of bullying can be found here [Lower Darwen Primary School Anti-bullying Policy](#)

## 5. Roles and responsibilities

### 5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)

- › Reviewing this behaviour policy in conjunction with the headteacher
- › Monitoring the policy's effectiveness
- › Holding the headteacher to account for its implementation

## 5.2 The headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the governing body
- › Giving due consideration to the school's statement of behaviour principles (appendix 1)
- › Approving this policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring that the policy is implemented by staff consistently with all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## 5.3 Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly onto CPOMs
- › Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## 5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate

- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## 5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

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

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

## 6. School behaviour curriculum

### School Values

The following values guide us through our learning journey at Lower Darwen Primary School:

- Self-belief
- Integrity
- Leadership
- Entrepreneurship
- Determination
- Courage

Our school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies;

- We understand the benefits of forming strong and positive relationships between pupils, staff and care givers.

- We believe strongly in the importance of promoting and praising good behaviour.
- We aim to provide care and support for our children and support them to learn how to manage their behaviour appropriately.
- We understand how childhood experiences can affect children's behaviour, emotions and ability to learn.
- We give children choices and make it clear as to the consequences of the choices they make.
- Children have the right to be safe, treated politely and to learn without disruption.
- Children have the responsibility to care for themselves, other people and their school.
- At Lower Darwen Primary School, we take a consistent approach to promoting positive behaviour management so that every child is able to make suitable choices throughout their educational journey with us.
- Every child has the right to seek advice and guidance from our wellbeing and mental health team.

To clarify expectations and be clear on school rules and routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and nonteaching staff. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### 6.1 Arriving at School

- Pupils must arrive at school by 8.45am
- Children are welcomed with an individual, personalised greeting from 8.45am where morning work will be set to ensure a calm transition
- Hang coats and bags up on hooks
- Only handle your own property unless you are asked to touch others by the teacher
- If the cloakroom is crowded, wait your turn
- Always clear the cloakroom quickly – don't hang around

### 6.2 In the Classroom

- Listen to teachers, other children and adults
- Look after the classroom by keeping it tidy and looking after equipment
- Be kind and helpful, share equipment
- Walk into the classroom quietly and sit down
- Leave the classroom quietly
- Follow instructions carefully
- Work quietly and always do your best
- Walk around the classroom
- (Class rules are also discussed and agreed with children on the first day – they also link with British Values)

### 6.3 Assembly

- Assembly begins as soon as you quietly walk into the hall
- Sit silently, remember the three rules of sitting: legs crossed, hands on lap or folded and straight back
- Listen to others and participate in the assembly as instructed by the leader
- Silently, leave the hall and go back to your classroom - keep to the left

## 6.4 On the Playground

- On the way out to play, collect your coat and go to the toilet if you need to
- Stay within the playground boundaries
- Wait for permission to play on the school field
- Think about safety when you play, and act in a way that will not hurt others
- No fighting games can be played
- No 'British Bulldog' style games can be played
- Outdoor adventure area to be used by KS1 children only
- One class to use the trim trail at any one time (see rota)
- One class to use the sports cage at any one time (see rota)
- No balls allowed on the playground unless in use in the sports cage
- Always think about others, how they feel, what they may need
- When the whistle blows, listen carefully for the teacher
- Stand still and when your class is called please walk quietly into school in single file
- Playtimes and lunchtimes need to be a safe and happy environment for all pupils. All staff are to use the SMILE approach when on the playground:

**Scan:** staff should be vigilant and observant at all times and alert to potential behaviour or safety issues

**Move:** staff should move around the playground

**Interact:** staff should interact with children- speaking to them, correcting poor behaviour and praising good

**Learn:** (through play) staff should play/ instigate play with children where possible

**Encourage:** praise good behaviour by pupils on the playground.

When carrying out a playground duty, it may be necessary for staff to work as a team to carry out the SMILE approach. For instance, one member of staff could be responsible scanning and moving and the other for initiating play.

## 6.5 During school meals

- Make sure your hands are clean
- Say "please" and "thank you" to all the staff who give you food and help you
- Queue quietly without pushing, think of others
- Try not to spill food on the floor
- Eat your dinner sensibly,
- Use your knife, fork and spoon properly
- Talk quietly
- Only speak when you are not eating
- Tidy up your tray
- Leave your table and the floor clean and free of food
- Walk in the direction you have been told by welfare staff
- Respect the dinnertime staff

- Walk through the dinner hall

## 6.6 In the toilet

- Toilets cannot be accessed during lesson times unless a pupil has a medical condition
- When you have used the toilet – flush it
- Wash and dry your hands
- Respect other people’s privacy – do not look over or under the toilet cubicles
- Make sure the taps are turned off after you have used them, be responsible about using the Water
- When you have finished, look to see if you have left the toilets clean and tidy
- If there is a problem in the toilets please let your teacher know as soon as possible

## 6.7 Around school

- When it is time to move around school from your classroom, watch the teacher and observe the following visual cues:
  - 1 finger – stop and be silent
  - 2 fingers – stand
  - 3 fingers – line up in register order
- Walk in a line sensibly, one behind the other
- Keep to the left
- Look to see if there is someone behind you, if there is hold the door open for them
- Move around the school quietly and sensibly
- Be polite to, and make way for, adults and visitors to the school.
- Smile and greet other people around school using your oracy skills

## 6.8 Mobile phones

- If a child needs to walk home from school, mobile phones are allowed to be brought into school but MUST be stored in the office
- Phones may also be brought into school for medical purposes e.g. diabetes though they MUST only be used for medical purposes
- School accept no responsibility for phones that are brought into school - this is at parental risk
- All phones must be switched off whilst on school premises and must be kept In the office
- If a child is caught using their phone in school then the phone will remain in school until a trusted adult can come to collect it

# 7. Responding to behaviour

## 7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Ensure school values are discussed and agreed on the first day of school each year.
- Deliver assemblies and lessons to further embed our values as part of our daily routine to ensure our children understand their importance.

- Ensure that procedures are clearly understood regarding pupil discussion, talk guidelines, participation in activities, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed
- Ensure explanations are clear
- Ensure work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly
- Ensure that misbehaviour is handled quickly and calmly so that the pace of a lesson or activity is not lost and further disruption is minimised
- Develop good listening skills and react appropriately to pupils' opinions and responses
- Ensure that work set is appropriate to the pupils' ability
- Ensure that clear goals are set for each activity and all pupils understand them before a lesson begins
- Ensure that lessons and activities start and end on time
- Ensure that classrooms are suited to a particular activity as far as is possible
- Ensure that seating arrangements are suitable. These will often be dictated by the activity but particular attention should be paid to the location of some pupils and those easily distracted
- Ensure that external interruptions are minimised wherever possible
- Ensure that the necessary material for a given activity is available and ready on the tables where applicable
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Ensure that all children are treated sensitively to maintain their self-esteem. Criticise behaviour if necessary but not the pupil
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our [child protection and safeguarding policy](#) for more information.

### 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Children cannot do well unless good standards of behaviour are introduced and maintained. Opportunities for promoting positive behaviour strategies include:

- Whole school and class assemblies - school values will be promoted
- Consistent approach used by all staff – naming the good behaviour and linking it to our school values
- PSHE opportunities - throughout the PSHE lesson and other areas of the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Oracy activities, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment
- School Ambassadors, play leaders, dinner time helpers – who support and help younger children across school e.g. promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family
- Use of outside agencies such as the school nurse, PCSOs and other members of the community

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. This is done through:

- Verbal praise
- Praise postcards sent home to parents
- Awards assemblies
- Being trusted with the role of class ambassador

#### **Class Dojo Points**

Each class operates the Dojo system to reward the children for positive behaviour choices. Only one point must be awarded at a time. Points are categorised into behaviours that reflect our school values:

- Self-belief
- Integrity
- Leadership
- Entrepreneurship
- Determination
- Courage

Children with the highest number of Dojo points in each class will be presented with a Dojo winner certificate during key stage assemblies. Parents can have access to the Dojo system to keep track of their child's progress.

#### **Star of the Week**

Each week, class teachers will select a child to win 'Star of the Week' who has exemplified the school values. This child will be presented with a certificate and small prize in Friday's awards assembly. If a child wins this award, their name will feature on the school newsletter.

#### **Star of the Term**

At the end of each term, teachers will choose a 'Star of the Term' whose parents will be invited to attend a special Star of the Term assembly. Teachers will present a detailed description of how these pupils have excelled in all aspects of the school's ethos and culture.

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of microscripts and restorative conversations, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Each department in school (classes and wrap-around care) are to use a consistent approach to manage less favourable behaviours. The rationale behind this strategy is that every child is given time to make better behaviour choices before a consequence is applied and that children know the expectations, wherever they are in school. I

### EYFS and KS1

A 'traffic light' system is in operation. All pupils start the day on GREEN. Children will move to AMBER (a verbal warning to cease less favourable behaviours) (Low Level Microscript). Should the negative behaviour choice continue, the pupil will move on to RED. They are then given time to rectify this behaviour. Should the behaviour still continue, an appropriate consequence is applied such as the loss of a dojo point.

### KS2

Children start the day with a 'clean slate'. If a pupil makes a negative behaviour choice and does not cease after a warning (Low Level Microscript), then they lose a dojo point. The child's name is then written on the board. The child will then have five minutes to follow the instruction. If the child makes the right choice the incident has been dealt with. If they choose to continue with negative behaviours, a tick is placed next to their name and they miss 1 playtime/lunchtime.

### Reflection Letter

- A Reflection Letter (Ref appendix 2) form should be completed by the child and teacher and they should take it home to discuss it with their parents
- A text will also be sent to inform the child's parent that a 'Reflection Letter' has been sent home
- Class teachers will make the professional judgement as to whether they need to speak with the parent on this occasion depending on the nature of the behaviour
- A copy of this 'Reflection Letter' should be uploaded to CPOMs
- At the start of the next lesson every child is given another 'clean slate.'
- If a child has written 3 reflective letters in a half term, parents should be contacted to discuss the inappropriate behaviour by the class teacher. An Individual Behaviour Plan will then be implemented.

Staff must use the word 'consequence' and explain it as 'something that happens, that you won't like, to teach you not to make the wrong choice again'. Lots of praise and nurture should be given when a child makes the right choice corrects their behaviour. Any sanctions given should be appropriate to the behaviour and sanctions should be as instant as possible. After a behaviour incident where a consequence has had to be applied, staff have the responsibility of holding a Restorative Conversation with the child to restore positive relations. The above intervention is used in conjunction with a 'microscript' (see Annexe 2)

Personal circumstances of the pupil will be considered when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 7.5 Reasonable force

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/carers

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.

## 7.6 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### Confiscation

Any prohibited items (listed in section 3) 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 to 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil 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 or a DSL, to try to 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 causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, 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, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils’ possessions**

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

- Desks
- Trays
- 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 (listed in section 3) 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 as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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 information about 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 2 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**
- 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 2 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, entitlements 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 safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, 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.

## 7.7 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).

### **7.8 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.

### **7.9 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 will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

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

Please refer to our child protection and safeguarding policy for more information [child protection and safeguarding policy](#)

### **7.11 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 misconduct.

Please refer to our [allegations against staff policy](#) for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Reflection time**

Pupils can be issued with reflections during break time/dinnertime. The school will decide whether it is necessary to inform the pupil's parents. During this time, pupils will write a reflective letter to be uploaded to CPOMs and sent home to parents. When giving children reflection time, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

### **8.2 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. This education will be 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 it is 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.

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

- Meetings with SLT/SENCO/pastoral lead
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on CPOMs, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

### **8.3 Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour 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.

Please refer to our exclusions policy for more information [Suspension and Permanent Exclusion of Pupils Policy](#)

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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. These may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long Adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

## 9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

## 9.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## 10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. Strategies for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension include measures such as:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

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

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

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed by SLT.

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 them.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and curriculum committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the curriculum committee annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Social media policy
- Acceptable use policy
- ICT code of conduct
- Online safety policy
- Anti-bullying Policy
- Child on child abuse Policy
- Allegations against staff policy

## Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

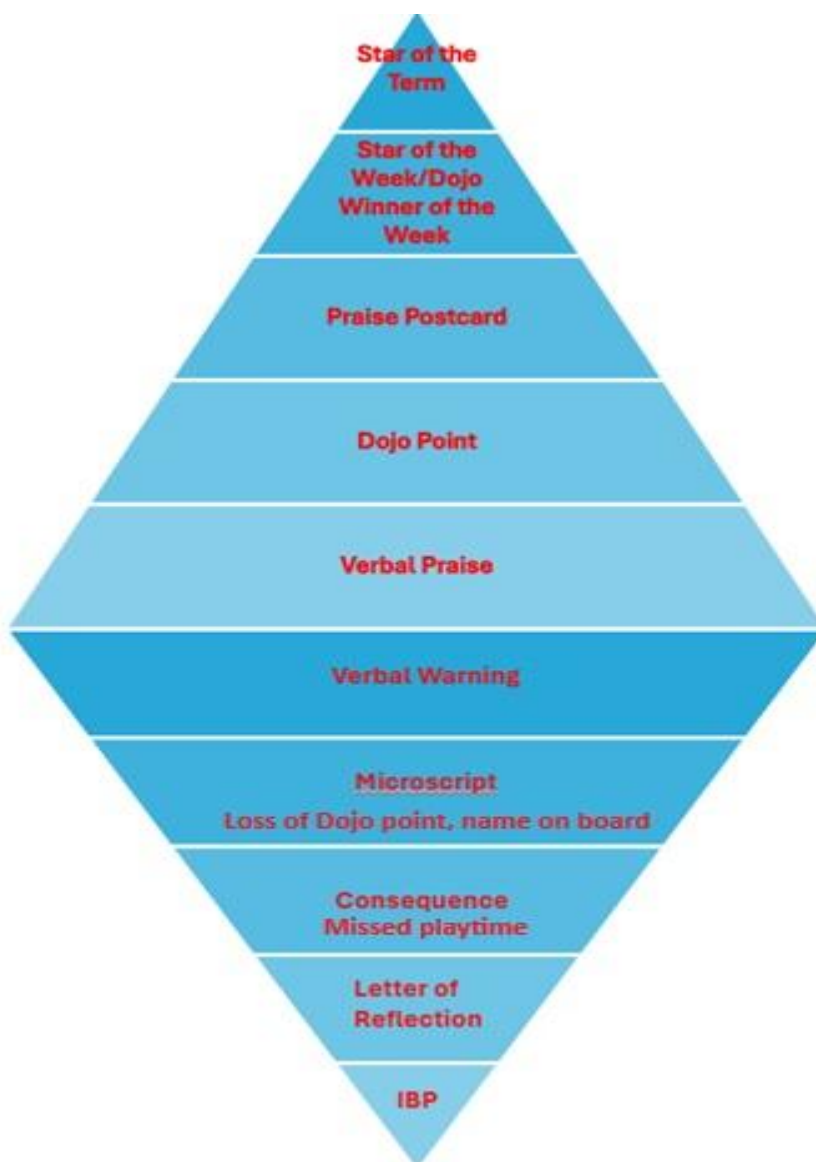
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the curriculum committee annually.

## Appendix 2: Lower Darwen Primary School Reflective Letter

Unfortunately, your child missed a playtime today due to inappropriate behaviour in order to reflect on how s/he can avoid this behaviour in the future. At this time, you are not required to meet with the class teacher but we would like you to discuss this incident with your child at home. Of course, if you do want to talk to us then please feel free to get in contact – having strong home/school links is the only way to provide the best for our children.

Name:		
Date and time of day:		Protected characteristic:
Staff member:		
What happened/what I did:		
Why I did it:		
School value/rule I broke:		
What I need to do to make things better:		
What I will do next time instead:		

### Appendix 3: Rewards and consequences rhombus



## Appendix 4: Microscript

**Microscript:** Consistent scripts to be used across school when dealing with behavioural incidents

### 30 second intervention

- Do you remember yesterday/last week when you helped me tidy up/led the group/gave me that excellent homework?
- Remember mum's face when she got the note?
- That is the person I know, that is the Sophie I need to see today. Thank you.

### Higher Level

- You need to understand that every choice has a consequence.
- If you choose to do the work, that would be fantastic and this... will happen
- If you choose not to do the work, then... will happen

## Appendix 5: Resorative Conversation

To be used after a behaviour incident, when calm has been restored and reflection time allowed. Should be delivered in an informal and friendly way. (Select up to 5)

<b>What happened?</b>	<b>What were you thinking at the time?</b>	<b>What have you thought since</b>
<b>How did this make people feel?</b>	<b>Who has been affected?</b>	<b>How have they been affected?</b>
<b>What should we do to put things right?</b>	<b>How can we do things differently in the future?</b>	