



## Perranporth C P School

Revised: Dec 2022

# Relationships and Behaviour Policy

Approved by: Silvia Lowe Date: 6<sup>th</sup> Dec 2022

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## 1. Aims

This policy aims to:

- Perranporth School provides a happy, safe and secure learning environment for its children and staff. To maintain this environment, we expect a climate of mutual respect. Children are supported to develop their own self-discipline.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of our 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 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](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, around the school site between lessons, and on the playground at break and lunchtimes
- Non-completion of classwork or failure/refusal to follow instructions
- Poor attitude and disrespect

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, 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 like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - 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

TYPE OF BULLYING	DEFINITION
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, 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

Please see our **Anti-Bullying Policy** for more information on the school's approaches.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is responsible for monitoring this relationship policy's effectiveness and holding the headteacher to account for its implementation.

### 5.2 The headteacher

The headteacher must:

- Regularly celebrate children and staff whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted
- Support teachers in managing students with more complex or challenging behaviours

The headteacher is responsible for:

- Reviewing and approving this relationship policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 Teachers and staff

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them
- Know their classes well and develop positive relationships with all students, developing compassion and unconditional care
- Remain calm and keep their emotion for when it is most appreciated by children, building mutual respect
- Use prompts and pre-empt behavioural triggers or possible situations
- Always redirect children by referring to our 'Diamond Rules'

Children want teachers to:

- Help them learn and feel confident
- Be just and fair
- Be consistent

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on 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

We believe that a positive relationship with each child's home is essential, and we know that good communication is the key to this relationship. Family and school working in partnership is fundamental in modelling, reflecting and reinforcing behaviour. Parents and the school need to support each other in celebrating good behaviour or in finding ways forward in supporting children to develop self-discipline and mutual respect. These discussions can be part of the 'formal system' of parent consultations or informal arrangements as the need arises.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. Therefore, we strive to build and promote positive everyday experiences so that all our children achieve good outcomes. Every

member of our school community is responsible for promoting and modelling high expectations of behaviour both in and out of the classroom.

Parents and carers, where possible, should:

- Get to know the school's relationship policy and reinforce it at home where appropriate
- Support their child in adhering to the school's relationship 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, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

## 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 **The Diamond Rules** and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

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

Pupils will be supported to develop an understanding of the school's relationship 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 relationship policy.

Extra support will be provided for pupils who are in-year arrivals.

## 6. Our school behaviour curriculum and Diamond Rules

At Perranporth School we promote healthy behaviours and relationships.

- It is our aim to maximise the protective factors in school by creating an environment of safety that has strong, positive supportive relationships in school between all members of our school community.
- We promote a positive learning environment where safety and security are promoted.
- The highest standards of behaviour are expected from all members of our school community.
- Positive behaviours are celebrated through our **Diamond Rules** and rewards.
- An understanding of trauma and adverse childhood experiences underpins our approach to relationships across our school community.
- Our teachers have a right to teach and children have a right to learn whilst feeling secure at our school.
- PSHE lessons are used to enrich learning on behaviour and relationships.

- Children's behaviour as a result of their SEND will be taken into account, and reasonable adjustments will be made on their plans. Strategies for support will be included in their Learning Plan and advice from external agencies may be sought.
- We are committed to providing a mental health informed approach to ensure that all children develop positive mental health and are equipped with strategies to build resilience, enabling them to fully engage in life and learning.
- We identify appropriate support for children and remove barriers and/or triggers, ensuring successful engagement in the classroom and playground.
- Behaviour is understood to be a means of communication. It is considered neuro-scientifically as to whether it is a response to defensive stress or an unmet need.
- Every member of our school community is 'emotionally available' and adults respond to children with consistency and care. We have a dedicated member of staff for adult and children mental health.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school and school property with respect
- Wear the correct uniform
- Follow instructions and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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 The Diamond Rules

The following **The Diamond Rules** provide the basis for positive behaviour in our school. These rules are exemplified by the school community and used as a common language by all. All staff model these to the children and use them within any consequences around behaviour choices.

- **Show good manners at all times**
- **Take care of everyone and everything**
- **Follow instructions with thought and care**

More specific rules will be applied to particular times and places as follows:

- In Classrooms - here rules may be formulated through class discussion and arise out of common agreement
- At Assembly
- At Playtime and Lunchtime (field and playground) – *Diamond Playtime and Lunchtime Rules*
- At Lunchtime in the hall - *Diamond Playtime and Lunchtime Rules*
- After School activities – *After School Clubs Code of Conduct*
- Off site visits

**Rules for any particular time or location should be clearly communicated or displayed.**

## Rewards

Our emphasis is upon praise and taking a positive approach to behaviour management.

It is recognised that positive reinforcement is always preferable in managing good classroom behaviour. Children thrive on praise and recognition of their achievement and consequently it is seen as good practice to give rewards such as:

- Positive comments
- Praise stickers
- School Reward Certificates in Celebration Assembly
- Responsibility and special duties
- Involvement of other teachers or the Headteacher to give praise
- Use of other children as audience for good learning or behaviour
- Class Dojo messages sent home

Additional reward systems within classes may vary and will be shared with children by their class teachers.

## Playtime and Lunchtime Rewards

### Diamond Tickets

- Diamond Tickets will be handed out during playtime and the lunchtime breaks by members of staff when children are observed following the Diamond Rules.
- At the end of each break, children will hand the tickets to the teachers for collection
- At the end of the week, Diamond 6 pupils will collect all Diamond tickets and then place them in the Diamond Box.
- In the Friday Reward Assembly, one ticket will be drawn from the Diamond Box.
- The child who earned that ticket will get to choose either a Prize or a Privilege (examples overleaf)
- The Privilege is to be awarded to the child for the following week, the Prize can be taken in the assembly
- Class totals will be entered onto the 'Diamonitor Chart' to be shared in assembly as a running record.
- Rewards will be awarded to classes once they have collectively gained 50, 100, 150, 200, 250 and 300 Tickets
- The rewards are listed below:

Tickets	Reward
<b>50</b>	The class can choose the theme or content of a lesson in the following week on a day chosen by the class teacher. A majority decision by the class will dictate which lesson takes place.
<b>100</b>	The class will receive an extra play time on each day of the following week for 10 minutes during the afternoon. Children can choose to play with some play equipment during this period.
<b>150</b>	The class can spend the majority of an afternoon watching a film The choice of film will be made on a majority basis from a selection approved by the class teacher Pupils will be allowed to bring in films from home for consideration (these must be either a U or PG classification)
<b>200</b>	The class can have the privilege of an 'own clothes' day. The date of this day will be negotiated with the class teacher. Children can decide by majority decision to have a themed own clothes day (pirates and princesses for example)
<b>250</b>	The class can have the privilege of a 'Toy Afternoon'. Children can negotiate with their teacher for a suitable day to bring in toys. The afternoon of the chosen day can be used to play with the toys brought in.
<b>300</b>	The class will be awarded a special prize of a trip to the beach. This will be negotiated with the class teacher to establish the purpose of the visit e.g. beach games, beach art, beach picnic etc.



- The accumulation of tickets lasts throughout a school term – at the beginning of a new term, the Diamond Chart is zeroed and the process begins again.

### Diamond Prizes

Prizes will include items such as: a book, pencil-case items, stickers, badges, colouring equipment, etc.

Privileges to include:

- Staying inside at lunchtime with a friend and a laptop/ipad for the week
- Tea party with a member of staff of child's choice (can invite two friends)
- Have your own chair in assembly for the week
- Present cups and certificates with the Headteacher in Friday's Celebration Assembly
- Leaving via the front door like the teachers
- Assisting the Year 6 with operating the laptop/music in assemblies for the week
- Have lunch in the Forest Hut with two friends (weather permitting)
- Be a Friday afternoon guest in another class

### Consequences:

Children should understand the consequences of breaking rules.

- Within the classroom use of appropriate sanctions (e.g behaviour chart, loss of Reward Time, withdrawal of privileges) may be used.
- Within the playground and around school, see '*Diamond Playtime and Lunchtime Rules*' for sanctions.

## 6.2 Mobile phones

Children are allowed to bring mobile phones to school as we believe that they can provide safe communication between children and their parents for the journeys between home and school. If a child brings a mobile phone to school it must be given to their class teacher upon arrival. It will be stored in a box on the teacher's desk. The phone should be turned off and the child cannot use the phone throughout the day. At the end of the day, the child can collect the phone to take home and use outside of school.

## 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:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Share and implement the Diamond Rules and their own classroom rules
- 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.

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

Positive behaviour will be rewarded with:

- Diamond Tickets and Diamond Rewards
- Verbal praise
- Communicating praise to parents
- Certificates, stickers, special assemblies
- Positions of responsibility or special roles
- Whole class rewards

## 7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them and/or they break the Diamond Rules, 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 can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

### Diamond Sanction Cards:

- Red and yellow cards will be issued to pupils who fail to follow the Diamond Rules
- If a child is not following the Diamond Rules they will be given a verbal warning in order to correct their behaviour (see list of potential inappropriate behaviours).
- If a child does not respond appropriately to a verbal warning and inappropriate behaviour persists, they will be issued with a verbal warning and a Yellow Card will be shown. The child will then be asked to spend 10 minutes in the 'Phoenix Room' to consider the incident and how to avoid further problems of this nature.

- If further inappropriate behaviour continues a Red Card will be shown to the child. This will result in the child being asked to go to the 'Phoenix Room' to consider the incident and how to avoid further problems of this nature for a maximum period of two school weeks (10 days). The child will be spoken with by a member of staff and their behaviour discussed to help support and remedy any issues.
- In serious cases, the issuing of a Red Card will be formally recorded on the School Behaviour System (CPOMS) and the pupil will be sent to the Headteacher or other appropriate senior member of staff. The pupil's parents may be notified in writing or by telephone or in person of the misbehaviour and sanction.
- After the Phoenix Room period has ended, if appropriate/necessary, the child will then be put on report card for two further weeks. During this time they must report to a member of teaching staff after each playtime and lunchtime to have their report card signed to acknowledge continued good behaviour. Further poor behaviour during this period may result in the instant re-issuing of a red card and further time in the Phoenix Room.
- **It should be noted that some forms of serious misbehaviour will result in the instant showing of a Red Card without a prior verbal warning or Yellow Card being shown.**

#### **Examples of Misbehaviour that may invoke a Yellow or Red Card:**

- Fighting of any sort (including 'play fighting' or 'rough play')
- Serious assault towards another pupil or member of staff
- Racial and homophobic discrimination/insults
- Persistent teasing, naming calling and bullying
- Aggression or violence towards others
- Vandalism - wilful damage to other's or school property.
- Refusal to carryout instructions
- Disrespectful behaviour

**This is not meant to be an exhaustive list but an indication of the types of misbehaviour that will invoke sanction, other forms of misbehaviour may also be included as appropriate.**

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.

In addition to the Diamond Sanctions, the school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account 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 Physical Intervention and Reasonable force

### Dangerous Conduct/Crisis Behaviours:

The school community views physical intervention or restraint as a last resort to maintaining a safe and secure environment. If children are demonstrating concerning behaviours, behaving disruptively or anti-socially, every effort will be made to manage behaviour positively to prevent a deterioration of the situation. However, there are circumstances where restrictive interventions may be necessary. If a child is showing that they are in crisis, demonstrating behaviour that is dangerous to themselves and others, appropriate de-escalation strategies should be employed and the child must have time to regulate. If a child carries out dangerous behaviour this must be reported to the SLT immediately. Members of staff are trained to use physical intervention through an approved PRICE approach. A report must be logged on CPOMS and the child's family informed. The school staff have a duty of care to maintain the safety of the child and others. This may mean that they have to guide or hold a child, but the staff member must communicate with the child that they are acting to keep them safe. All incidents must be recorded on the school safeguarding communication system within 24 hours.

Staff members will be encouraged to reflect after managing any crisis behaviour. It is important to remember that for other children this can be distressing, and they will need to be given opportunity to share worries and receive reassurance from staff. 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 (see appendix 3 for a behaviour log)

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 Confiscation, searches, screening

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, 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.

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 deputy headteacher to try and determine why the pupil is refusing to comply.

### **Searching pupils' possessions**

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

- Drawers/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

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### 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 or a member of the SLT 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.

### 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.

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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 8. Serious sanctions

### 8.1 Phoenix Room – Break/Lunchtime Isolation

Pupils can be issued with a referral to the Phoenix Room during break or lunchtime as outline in the Diamond Sections above .

### 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 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 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.

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

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

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

### 8.3 Suspension and permanent exclusions

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.

## 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

To support pupils, anticipate behaviour and remove triggers the school may implement the following:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long



- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones 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 take into account:

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

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

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

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

## 10. Supporting pupils following a sanction

Following a serious sanction such as suspension, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

- Reintegration meetings
- Daily contact with an identified adult
- A report card with personalised behaviour goals

## 11. Training

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

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- The use of restraint (as required)

Behaviour management will also form part of continuing professional development.

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, and confiscation

The data will be analysed every as part of the Headteacher's Termly Report to governors.

Data will be reviewed 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 characteristic

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.

### 13.2 Monitoring this policy

This relationship policy will be reviewed by the headteacher and governors every three years.