



**Park Brow
Primary School**



Happy - Respect - Pride - Caring - Potential

Behaviour Curriculum and Relationships Policy 2023-2024

This policy has been written with full acknowledgment of the legal duties as stated in the Equality Act 2010 and recognises our duties in respect of safeguarding and supporting those pupils with special educational needs.

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:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

Rationale

This purpose of this policy aims to set out measure which:

- Promote good behaviour, self discipline and respect
- Prevent bullying
- Ensure pupils complete assigned work
- Regulate the conduct of pupils.

Ethos of the School

C. Swinburn

This policy reflects our values and our code of conduct for all members of our community. The values it promotes are fully inclusive and are not differentiated according to age, gender, religion, ethnicity, sexuality and ability.

Our school mission statement is: Making a difference.

The principles of our school are:

- That every member of the school community feels valued and respected
- To promote an environment where everyone feels happy, safe and secure
- That every member of the school community will be treated fairly and in a consistent way
- To promote good relationships, so that people can work together with the common purpose of helping everyone to achieve.

At Park Brow we are keen to ensure that we do not discriminate – through application of the behaviour policy - against pupils whose apparent inappropriate behaviour may be a function of their SEND, racial and/or cultural background or protected group status.

There will be circumstances in which some pupils may be treated differently from others and staff are expected to take account of those individual pupil needs when applying sanctions.

If the behaviour of a pupil gives cause to suspect that he/she is suffering, or likely to suffer, significant harm, this should be reported to the designated staff for child protection, using the approved referral forms.

Staff are expected to appreciate that there are many influences and stresses that can affect a pupil's behaviour, such as neurological conditions, domestic violence, homelessness and sexual exploitation. For further guidance, click here to view the Safeguarding Policy.

Roles and Responsibilities

The governing board

Responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing board
 - Giving due consideration to the school's statement of behaviour principles
- 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

C. Swinburn

- 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

All staff has a statutory authority to discipline pupils for misbehaviour which occurs in school and in some circumstances, outside school. Screen and searching is within the DFE guidelines, as is the use of reasonable force to keep pupils safe.

Governing Body

Behaviour and Welfare Governors –Mrs. A. Truesdale

Inclusion Governors – Mrs. M. Spreadbury Mrs A Truesdale Mrs Clare Seddon Miss Jodie Connell

Inclusion Team

Safeguarding Officer – Miss A. Burke

Safeguarding officer and Attendance Officer – Miss E. Casey

SEMH lead Mrs Patricia Forsyth

Acting Head Teacher/SENCO – Miss C. Swinburn

Acting Deputy Head Teacher – Miss Jodie Connell

Behaviour Leads

Mrs Patricia Forsyth

Miss C.Swinburn

Role of 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, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents 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.

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

C. Swinburn

- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face 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 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

Behaviour Curriculum

We recognise positive relationships are essential for effective teaching and learning to take place and we believe that there is a direct correlation between the quality of relationships and good behaviour.

We know that if we maintain high self-esteem we will secure good behaviour, effective learning and positive relationships. The strategies we utilise in relationship building and behaviour management promote this and reflect the values of our school. Furthermore by placing high priority on this in school we believe we will achieve academic success and fulfilment for all.

We believe that the value we show for our community members helps to drive forward the vision we have for the school and for each person within it. It enables each person to understand their role in the development of the school and the part they play in its success.

We show that we value our community members by:

- Being courteous, respectful and considerate
- Speaking appropriately to each other
- Advocating a "no raised voice" protocol
- Recognising a job well done; a talent or an achievement
- Actively listening to opinions and perspectives and taking time to reflect
- Celebrating success
- Maintaining good attendance
- Dealing systematically, fairly and transparently with challenge
- Acting swiftly when members of the school community are treated inappropriately.

Through valuing the school community we aim to promote behaviour and attitudes that:

- maintain a happy, secure environment
- protect the physical safety and emotional security of everyone in the school
- encourage respect towards people, property and the environment;
- promote positive attitudes towards learning through the importance of listening and thinking;
- celebrate and encourage achievement in work, positive attitudes and role models; and
- create a school where being gentle, kind, honest, hard working and careful is valued and encouraged by staff, parents and children.

We support positive behaviour and environment through:

- a consistent approach by the whole school community
- appreciating and following agreed codes of behaviour
- encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- developing the skills of co-operation and discussion
- encouraging everyone to take care of and have respect for their own and each other's belongings
- encouraging everyone to take pride in our environment

C. Swinburn

- creating a stimulating classroom environment providing clear and positive learning experiences which offer a broad and balanced curriculum that is well prepared, planned and stimulating to each child.

All school community members are role models through demonstrating and practicing our five special words:

- Happy
- Caring
- Potential
- Pride
- Respect

At Park Brow Primary School, we strongly support the use of preventative discipline (establishing rules and routines to prevent disruptive behaviour occurring) and personal discipline (developing an ethos of positive self discipline and celebrating and rewarding good behaviour) as our primary approach to achieving our positive behaviour and discipline policy.

We place much emphasis on rewarding good behaviour and encouraging others.

Much of our time is spent focussing on the positive.

These values and expectations are also reflected in the home school agreement; staff handbook and via newsletters to parents.

Parents regularly informed re positive behaviour

Park Brow Primary School strongly believes that rewards encourage individuals to repeat behaviours because they have pleasant outcomes.

Rewards contribute to self esteem which nurtures emotional, social and academic development. Rewarding one individual encourages others to copy behaviours which result in attention and praise.

.

A wide range of rewards are deployed to encourage and celebrate good behaviour and to maintain high morale and self esteem through:

- Non verbal displays of approval e.g. smile, thumbs up, approving nod
- Verbal expressions of approval e.g. positive verbal comments and praise, positive written comments
- Displays of trust e.g. giving responsibility; delegation of tasks
- Valuing contributions and opinions made – being courteous and saying thank you for a job well done.

The expected behaviour expectations below are shared around school on the whole school charter- **See appendix 1**



Our School Behaviour Charter

- Follow Instructions
- Show Respect
- Ready to learn
- Keep ourselves safe

Classroom Rewards and Incentives

All children participate in the formulation of classroom rules using the foundations of the whole school charter. Within the classroom, as part of quality first teaching, it is class teacher's responsibility to promote

C. Swinburn

good behaviour using agreed whole school methods combined with strategies and systems that meet the needs of their specific cohort.

Rewards and Incentives

In addition to celebrating good behaviour verbally and communicating positive behaviour to parents we use a range of tangible rewards such as stickers and and celebrate positives through the awarding of the class Star of the week .



ClassDojo

The school uses the Dojo reward system. These are collected on an individual level. Children work towards building their Dojo totals throughout a half term so that they can exchange their Dojos for an agreed reward.

Class Incentives

Classes celebrate teamwork through the use of a marble jar. Positive whole class behaviours and teamwork are acknowledged through the awarding of marbles which build up. Marble jars are brought to celebration assembly on Fridays.

Responding to challenging behaviour

Lunch time Behaviour- See Appendix 3 for Welfare staff Support guide

Welfare staff should use positive strategies outlined above and rewards- Dojos

Class teacher should meet with Welfare staff to share any passports/ behaviour concerns for specific children and triggers/ response unique to that child. Support sheet created for communication

Welfare staff should be informed by class teacher of any potential likely concerns with a child's behaviour for that day and procedures **before** lunch time begins

Welfare staff have copies of the Restorative questions (below) on their lanyards so that they are always to hand when dealing with a potential conflict.

Welfare staff should inform **class teacher of incidents** when class teacher comes to collect the children from the yard

SLT informed of any high level/safety issues during lunch times

Whole staff Response to Challenging Behaviour

When incidents occur that require **corrective and supportive discipline** intervention, all staff then adopt a **restorative** approach to behaviour management, which follows a 'Fair Process' of:

- Engage
- Explain
- Expect

A resolution focussed approach is taken to resolving conflict or undesirable behaviour. Individuals are encouraged to consider carefully what went wrong, to articulate their opinion of events and to reflect upon both how they felt and how their actions left others feeling. The opinions of the individual and those 'harmed' are given equal priority and discussion is focussed upon finding a fair and appropriate resolution. The facilitator of these discussions should be calm, reflective and non-judgemental.

A way of structuring these discussions may be to ask the following questions:

C. Swinburn

Restorative Questions

Responding to challenging behaviour	Responding to those harmed
What happened?	What happened?
What were you thinking about at the time?	What have your thoughts been since?
What have your thoughts been since?	How has this affected you and others?
Who has been affected by what you did?	What has been the hardest thing for you?
What do you think needs to happen next?	What do you need to happen next?

Staff have copies of these questions on their lanyards so that they are always to hand- *see appendix 4*
Restorative worksheets can be used for reflection time after an incident- *see appendix 5*

When behaviour goes wrong the consequences should not be punitive but resolution focussed. They should help the individual understand the consequences of their actions and build in support mechanisms in order for individuals to modify and improve the pattern of their behaviour.

Expected initial adult response to isolated behaviours:

- Non verbal signs of disapproval e.g. a frown, raised eyebrow, shaking of head
- Verbal expressions of disapproval e.g. reminding the individual of expectations
- Private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- Change of position within the learning environment
- A time out visit to partner classroom
- An informal conversation with parents
- Loss of privilege e.g. responsibility, removal of playtime/lunchtime

Examples of undesirable behaviours:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Running
- Back-chatting

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Violence including of a sexual nature
- harassment, meaning unwanted conduct, including sexual such as:
 - comments
 - jokes or taunting
- Physical behaviour like interfering with clothes
- Online harassment, such as unwanted comments and messages (including on social media), sharing inappropriate images and/or videos, or sharing of unwanted content- this includes of a sexual nature
- Vandalism
- Theft
- Fighting

- Smoking
- 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
 - Inappropriate 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)

Structured and systematic Response

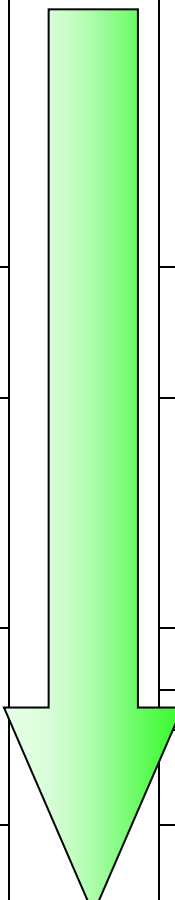


C. Swinburn

When behaviours become more frequent or higher level, more formal responses are required. Staff follow a systematic approach to ensure consistency. This “flow chart” of response is placed within the class behaviour folder which should be accessible for all staff and supply teachers and completed by the class teacher accordingly.

At every stage of this process clear communication from Class teacher is imperative particularly for visiting Supply teachers and Welfare staff

Class teacher responsibility to:

- Communicate with Welfare staff/supply staff re behaviour concerns on support sheet
- Create and share Passport to share profile of particular child
- Create and share Behaviour plan

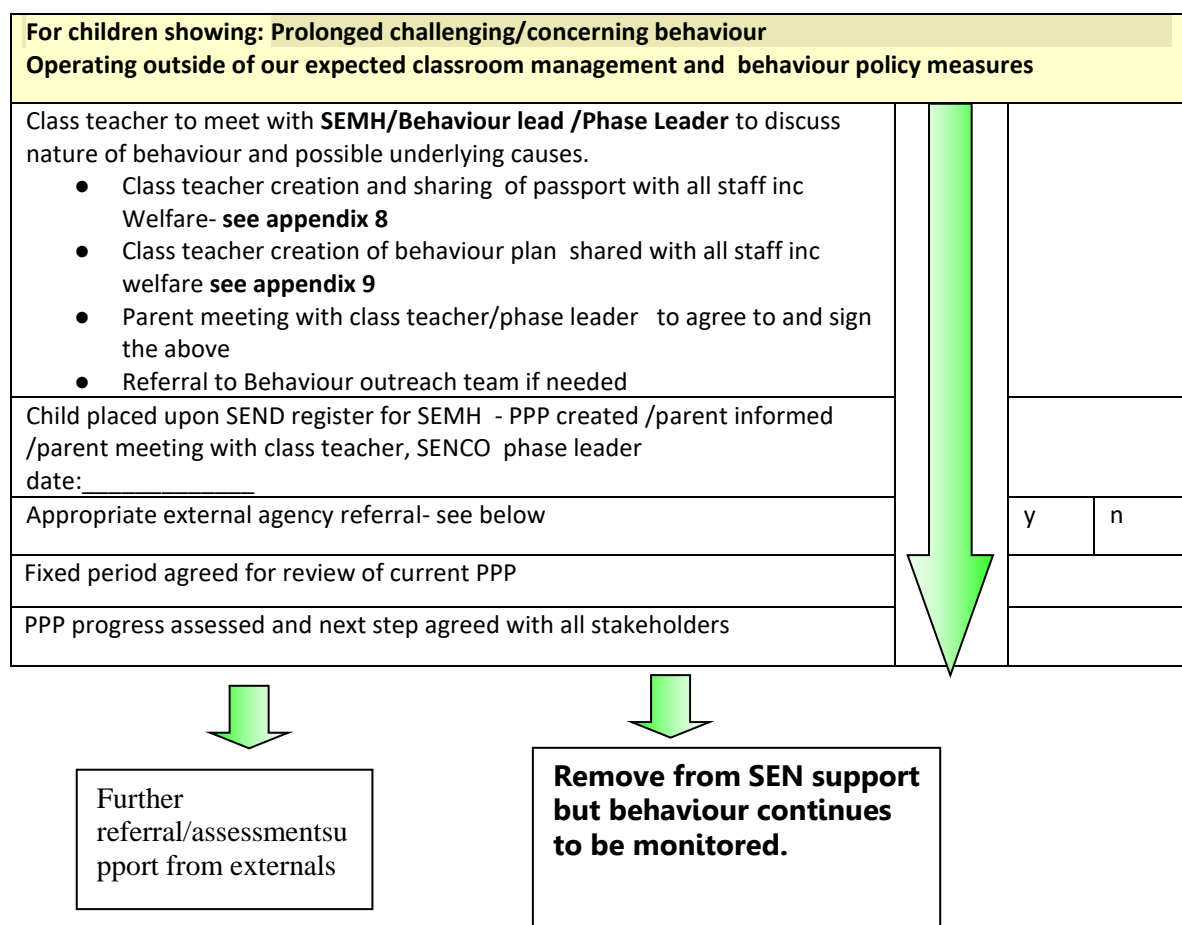
Class Teacher : ACTION FOR ALL BEHAVIOURS		
Please tick the strategies used so far and exploration of causes of the behaviour before referring to the next stage		
Behaviour policy followed-Quality first teaching <ul style="list-style-type: none"> • Follow the Expected initial adult response to low level isolated behaviours • Identify any patterns in behaviour eg particular lesson/class teacher PPA time/time of day – can adjustments be made for this? Class teacher to make adjustments • Use of rewards and motivators • Please note parents informed about isolated high end behaviour. 		
<ul style="list-style-type: none"> • TA support in class or yard where required • Inform SEMH lead of change in behaviour and seek informal advice- ensure behaviour policy responses/consequences are in place eg partner classroom 		
Add incident /concern to C-POMS <ul style="list-style-type: none"> • Inform/include phase leader in this and future CPOMs incident • Phase leader engagement to determine -what has already been tried? • Initial parental phone call to inform- follow up call time agreed-include successes 		
Class teacher /phase leader/Parent Meeting to share continued concerns to discuss next steps. SLT informed and agreement for behaviour card (appendix 7) to start for fixed period Teacher/phase leader/SLT to meet with parents re starting behaviour card		
Behaviour card reviewed with child, class teacher, phase leader and parent WEEKLY.		
Outcomes of above		
 <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Remove from behaviour card and monitor Date: </div>		 <div style="border: 1px solid black; padding: 5px; width: fit-content;"> Progress to next step Date: </div>

B

Processes and referrals flow chart

C. Swinburn

When class teachers are confident that they have systematically worked through the first stage of the Behaviour Flow Chart, it may be necessary to progress to the next stage.



This process also may involve more specific individual support.

- Coaching sessions-SEMH lead/DESTY
- Counselling
- Educational Psychologist
- ASC support teacher
- Speech and Language Therapist
- Referrals for Early Help, Family First; Action for Children etc

Please see the attached Knowsley intervention framework for what needs to be worked through at school level before seeking external support for behaviour (*See appendix 10*)

Use of Removal from classrooms- partner classroom and internal exclusion

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

Initially this would take the form of the child spending time in their agreed **partner classroom**. This should be logged on CPOMS and phase leader should be included to the alert for this.

Next stage- internal exclusion/ removal from classroom

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.

C. Swinburn

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. The Head teacher must be informed if a child is to be removed from class

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.

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

Staff will record all incidents of removal from the classroom including partner classroom on C-POMS along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log. The phase leader should be included in the CPOMS alert

Supporting the Behaviour of Children with Identified SEND needs

The 2022 guidance provides specific advice for managing the behaviour of pupils with special educational needs and disabilities

While some behaviours are likely to be associated with particular types of SEND (for example, a pupil with a language and communication difficulty may struggle to understand a verbal instruction), it doesn't necessarily follow that any behaviour incident linked to that child is because of their SEND

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](#))

Principles of supporting the behaviour of children with SEND

- Everyone needs to feel like they belong
- We have high expectations for all our pupils
- We need to consider behaviour in relation to a pupil's SEND
- **BUT** not all misbehaviour will be due to this
- We use the graduated approach to provide support
- Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Triggers are anticipated and strategies are put things in place to try to prevent behaviour incidents, e.g.

- Planning short movement breaks
- Adjusting seating plans
- Adjusting uniform requirements

Pupils with an education, health and care (EHC) plan

C. Swinburn

All staff should support the behaviour of children with an EHCP- this is not the full responsibility of the designated teaching assistant.

Class teacher should engage with the families of children with an EHCP in line with the whole school behaviour policy.

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.

Responding to Specific Issues

Suspensions 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.

Please refer to our exclusions policy for more information

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 (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.

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.

C. Swinburn

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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (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 to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified 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, desks or lockers.

Outer clothing includes:

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

C. Swinburn

Searching pupils' possessions

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

- Desks
- Lockers
- 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

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.

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.

C. Swinburn

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents 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

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

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

Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

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

- Taking part in any school-organised or school-related activity (e.g. school trips)

C. Swinburn

- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher 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.

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

C. Swinburn

- 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

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

Behaviour passport and Triggers Profile

To ensure that all stakeholders have awareness of the most vulnerable and potentially challenging children, class teachers create a behaviour profile and supporting Behaviour plan This outlines the early signs of difficult and challenging behaviour and indicates good practice to de-escalate a situation.

Managing Pupil Transition

We recognise that transition between year groups between year groups, Key Stages and settings can be challenging, therefore specific times are allocated for teaching staff to liaise:

Within school, year group classes have a designated afternoon where they meet their new teacher and visit their new classroom.

Vulnerable Children Transition:

- Year 6 have additional visits to their chosen secondary school
- Year group staff have designated times slots, specifically to discuss vulnerable children.

Monitoring and Evaluating:

- Stakeholder surveys will be held annually to evaluate the effectiveness of this policy
- Implementation of this policy will be monitored by the pastoral lead and by the restorative practice guiding group
- Head Teacher reports to Governors, submitted termly will include behaviour and relationship updates

This policy forms part of a series of policies designed to maintain the well being of all members of our school community. It should be considered alongside:

- Anti Bullying Policy

C. Swinburn

- Child Protection Policy
- Safeguarding Policy
- Home School agreement
- Staff Disciplinary Policy
- Allegations Management
- Mental Health Policy
- Equality Policy
- PSHE Policy