



St Jude & St Paul's  
Church of England Primary School

# Behaviour Policy

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**Lead:** Headteacher/AHT

**Next Review:** Annually

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## 1. Our vision, aims and expectations

Our vision is to ensure that all children and adults in our school community are able to live and work **together** harmoniously at school and in the wider world. We believe that this can only happen in a **happy, safe and secure environment** where **positive relationships, forgiveness, encouragement and love** are at the heart of everything we do together, through a sense of community and responsibility.

Every member of our school community is instrumental in promoting positive behaviour throughout school life so that all children are able to flourish as responsible citizens.

We strive to shine as a caring community with values built on mutual trust and respect for all.

Our aims and expectations:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Create a culture where all staff, children and other members of the school community behave towards each other with mutual respect, consideration and acceptance.
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Acknowledge that not everyone will agree all the time; instead we seek to develop and encourage reconciliation and to find ways for people to ‘disagree well’. This means ‘finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist’. (Archbishop Justin Welby, quoted in Valuing All God’s Children, p11). We also seek to promote and facilitate forgiveness in how we deal with all behaviour incidents in 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
- › Communication with parents to help to establish consistency of expectations at home and in school. The principles of this policy are set out in the home-school agreement each year.

## 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 2022](#)
- › [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 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools the authority to confiscate pupils’ property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

### The St Jude & St Paul's Way (Our school Rules)

Our positive behavior expectations are based on the principles within our school vision:

#### **Shine**

'I will try to be my best self, so that I can be proud and shine at my brightest.'

#### **Encourage**

'I am the best I can be in every situation, lifting others up through my words and actions.'

#### **Love**

'I am kind to others as I would like them to be towards me. I care for myself, our school and our world.'

#### **Learn**

'I always try my best with my learning, learn from my experiences and make wise choices.'

**Misbehaviour** is defined as (but not exhaustive):

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Being unkind or disrespect towards others
- Non-completion of classwork
- Poor attitude to learning and towards others
- Not following instructions
- Deliberate damage to school or other's property

**Serious misbehaviour** is defined as (but not exhaustive):

- Repeated breaches of the school rules
- Physically hurting another child or adults
- Any form of bullying
- Behaviour that compromises the safety and well-being of the pupil and others
- Sexual violence, 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, 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
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, including: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, e-cigarettes or vapes, 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)

## 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, 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)

Bullying or harassment of any kind in school is unacceptable. If we discover that an act of bullying, intimidation or harassment has taken place, we act immediately in order to stop any further occurrences of such behaviour (as outlined in the School Anti-bullying Policy).

All reports of bullying and /or harassment are treated seriously, investigated, recorded on the school incident form and sent to all members of SLT. The data is presented to the school governors annually.

St Jude & St Paul's does not tolerate bullying of any kind. We will do everything in our power to ensure that all children attend school free from fear and the impact that bullying can have on learning and personal development.

If children are involved in incidents of bullying and/or harassment (or perceived to be) then the school will contact the child/children's parents and arrange a meeting in order to discuss the situation and to put preventative measures in place.

Staff may work with the children involved, using peer meditation and/or restorative approaches.

## 5. Roles and responsibilities

### 5.1 The governing board

The governing board is 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

### 5.2 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
- › 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

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
- › 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. Mobile Phones

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils and parents/carers feel safe when travelling to and from school. However, we also recognise that they can be a distraction in school and can be used inappropriately.

We advise that pupils do not bring expensive mobile phones into school. It is the responsibility of the pupil and parent/carer to ensure the phone is kept safe. The school cannot be held responsible if a phone is lost, stolen or damaged.

For pupils, we ask that:

- Mobile phones must be switched off on arrival at school and not switched back on to make calls, send texts or access the internet until pupils leave the premises at the end of the school day.
- Pupils must turn off their phones and hand them into the school office when they arrive at school to be locked away. Phones must be collected from the office at the end of the day.

## 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
- Work with children to create 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 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.

We encourage positive behaviour in the following ways:

Our Christian ethos: Our school is inclusive, embracing and conveys respect and value to all families. Our Christian vision and values promote the development of strong, positive and loving relationships and respect for all. This vision, and the way it is lived out within our school community day-to-day, plays a key role in promoting and encouraging positive behaviour from all.

Praise: All members of staff are encouraged to praise children behaving well before reminding children who are not; praise for other children will often remind children of the expectations for their own behaviour.

Positive relationships: All members of staff need to build up positive, respectful relationships with all pupils and familiarise themselves with any issues that may affect the pupils' behaviour or relationships with others.

Classroom and school organisation and routines: effective and considered classroom and school organisation and routines play an important part in promoting positive behaviour; staff should bear in mind the need to encourage positive behaviour when arranging their classrooms and groupings, and planning for transitions between different activities.

Learning environment: the provision of a positive learning environment will encourage positive behaviour, particularly in respect of caring for property and the school environment.

Supervision: supervision of children is arranged and considered to ensure that positive behaviour can be encouraged as much as possible; this includes the positioning of adults to supervise in the playground and around the school.

PSHE/Citizenship/Circle times and Collective Worship: issues surrounding behaviour, positive relationships, responsibilities and feelings are discussed and taught directly in PSHE lessons and provide the opportunity to discuss class-specific behaviour issues, develop an understanding of how behaviours affect others' feelings and encourage positive behaviour; Collective Worship provides opportunities for encouraging positive behaviour throughout the school, often providing models or examples from Biblical text and real world examples with opportunities to reflect.

Curriculum, whole school activities and positive role models are used to help pupils understand, appreciate and celebrate difference and diversity. Through the curriculum and wider school experiences, we teach about acceptance, mutual respect and tolerance of those with different faiths and beliefs.

Teaching and learning about safe and courteous behaviour online throughout the curriculum in all classes and also in specific online-safety lessons and events, including those involving parents.



There are a number of systems to recognise and reward positive behaviour and learning at St Jude & St Paul's School. These include:

Praise – all members of staff are encouraged to praise children for positive behaviour whenever possible.

Star Award Certificates – awarded by staff (at least two per class) for behaviour, effort or achievement. This is presented to at least two children in Collective Worship every week.

Merit Awards: (Bronze (10 merits), Silver (20 merits) and Gold (30 merits)) – Merits are awarded by any member of staff for positive behaviour, effort or achievement in and out of the classroom.

Special stickers and badges – in collaboration with the class teacher, these are awarded for excellent effort, learning and behaviour to pupils daily by senior leaders.

Reading tokens – Children are encouraged to read daily at home. Those who do and regularly bring their signed reading record to school are awarded reading tokens. The tokens are put into a raffle which is drawn weekly in Collective Worship. Children are awarded books as prizes.

Opportunities to represent the school – children may be chosen to represent the school at various external events.

Praise in the school newsletter – Children who receive Star Awards and Merits are celebrated in the school newsletter.

Special visits and treats – classes and groups of children may receive additional rewards for behaviour, effort or achievement, for example, visits to the Emirates Stadium as part of the Reading Road Map.

Classroom reward systems – these may vary from class to class and may include stickers for individual children, table points systems and whole class reward systems. Class teachers take responsibility for organising and implementing these systems.

### Managing misbehaviour

At St Jude & St Paul's, we have high expectations of behaviour for all members of the school community and aim to ensure that any inappropriate behaviour, including bullying, is dealt with quickly, fairly and firmly.

Inappropriate behaviour is any behaviour which contravenes our school rules. It could include those listed in the behaviour chart, but is not exhaustive.

## **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 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. In considering factors, there may be circumstances when different approaches may be taken in dealing with the same case of inappropriate behaviour. Being fair does not mean treating everybody the same as we understand that children are not all the same

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.

It should be noted that some sanctions or responses may not be appropriate to be shared with the rest of the school community, for example, where there are issues of confidentiality or the involvement of agencies external to the school. However, where necessary, a class may be reassured that measures are in place to deal with inappropriate behaviour and that action was taken by the teacher and/or the school.

In investigating incidences, staff members will always attempt to discover the true nature of the incident by talking and listening to children and any adults involved. It should be noted that, even with high levels of supervision in place at school, it may not always be possible to establish a completely accurate picture of the incident and any response or sanction will inevitably have to deal with the incident as far as it can be established.

Written records will be kept of the discussions or responses to more serious incidents of misbehaviour; these may include children's written accounts of the incidents and completing a behaviour incident form. This is kept in the school behaviour file.

### Trauma Informed Practices

So that we can best support our pupils, St Jude and St Paul's is a Trauma Informed School. We adopt trauma informed practices so that we can develop:

- an understanding of the ways in which the experience of trauma can impact on social and emotional development;
- an understanding of how this in turn impacts on people's behaviour and relationships, including issues such as forming trusting relationships and dealing with setbacks, conflicts and challenge;
- tools and structures to support practitioners to be resilient in working with emotional, social and learning needs of adults and children, and to actively build the skills of adults and children to self-regulate.

In order to successfully manage behaviours, all staff contribute to building a culture of trauma informed responses. This is known as the CALM procedure. All staff have been trained in the four key areas, to:

1. Connect: Tune in to the child's feelings and their own
2. Acknowledge: Validate the feeling and label them. Name it, to tame it!
3. Limit (if necessary): Remind the child of acceptable/unacceptable behaviours
4. Make a Plan: Problem solving and finding solutions.

The following is a list of possible responses or sanctions which may be used at St Jude & St Paul's. They may be used in conjunction with each other.

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.

Sanctions – all members of staff should be prepared to speak to children about their inappropriate behaviour at the time that it occurs. It may be appropriate to send a child to another member of staff to talk about their behaviour. Staff members should always show respect for children when reminding them about their behaviour. It may be appropriate to ask a child to apologise for their behaviour in person or in writing. Staff should be mindful in their discussions with children about their behaviour that we are seeking to develop in children the ability to 'disagree well' and respect others' differing views and that we should be facilitating and promoting forgiveness.

Confiscation of items – to be returned to the child (or parent as appropriate) at the end of the day or longer period.

Reflection/time out– if children continue to behave inappropriately following reminders they may be moved away from the activity and other pupils.

Discussions with the pupil to educate, inform and help the pupil to understand and respect the rights of others

Detention/exclusion from playtimes – this may take place at break time or lunch time.

Time out in the playground for playtime incidents – if children continue to behave inappropriately following a reminder, or for a more serious incident, they may be asked to sit out of the play activity for a period of time. (see also section 8)

Involvement of parents – parents will be informed by the staff member who has dealt with it about any serious occurrence of inappropriate behaviour and the subsequent response. Parents will be asked to discuss any continuing inappropriate behaviour with the class teacher in the first instance.

'Exclusion' from certain activities - in certain circumstances children may be excluded from taking part in school activities, for example trips, clubs or school events. This decision will be made by a member of SLT and will not be taken lightly, particularly if the child's behaviour is deemed to be detrimental to the health and safety of themselves or others. The decision will also be taken in the best interests of all the children in the class or school.

Internal Exclusion - removal from the class environment. Internal exclusions are at the discretion of the Headteacher/Deputy Headteacher and will be in response to a culmination of behaviour incidents or an extreme and serious single incident. Parents are informed of internal exclusions. (See also section 8).

Involvement of SLT - it may be appropriate to involve a member of SLT in dealing with inappropriate behaviour depending on the seriousness of the incident. Staff members should always ensure that information about children's behaviour is shared between relevant members of staff.

Referred to the Headteacher (or Assistant Headteacher in the absence of the Headteacher)

Access to LA behaviour support – they may provide additional support for the child, staff or family.

Misbehaviour and response/sanction chart

Staff are expected to follow the follow levels of consequences. In exceptional circumstances, stages may be skipped if the behaviour warrants it.

CONSEQUENCES Colour code	Misbehaviour	Sanction
Yellow	Being unkind towards another child (verbal) Disturbing/ Disrupting Off task Not following instructions	1. Non-verbal reminder of expectation given 2. 1 <sup>st</sup> warning 3. Separation from others in classroom
Orange	Continued misbehaviour from yellow Being rude or disrespectful to another child/adult Physically hurting another child Not telling the truth Misuse/damaging school property Repeat offending	1. Separation from others for reflection in partner class Y1 – Y2; Y2-Y1; Y3-Y4; Y4-Y3; Y5-Y6; Y6-Y5 Time out (minutes off playtime) 2. Lunchtime detention with SLT 3. Parents informed
Red	Continued behaviour from orange Serious damage to school property Swearing Fighting with another child Injuring another child Using racist/homophobic/sexist language Physically harming an adult Threatening behaviour	1. Sent to senior leader (incident recorded, reported to parents if straight to red) 2. Internal exclusion from class/playground/dining hall (depending on incident, parents informed) 3. Fixed term exclusion (DHT/HT)

## 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

School staff can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

The Headteacher and authorised school staff may use force as is reasonable, given the circumstances, when conducting a search without consent to confiscate prohibited items.

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 Confiscation and searching

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 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 senior leadership team 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.

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
- 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).

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 or DDSL 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 if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the

appropriate adult, a member of staff can act as the appropriate adult (see below for 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 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.

## **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, for example, taking part in any school-organised or school-related activity (e.g. school trips).



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 member of the senior leadership team 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 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.

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 for more information on responding to allegations of abuse against staff or other pupils.

## **8. Sanctions for escalated or serious behaviour**

### **8.1 Detention**

All teaching staff can give detentions for misbehaviour.

Pupils can be issued with detentions during break and lunch times where playtime minutes will be lost.

The school will decide whether it is necessary to inform the pupil's parents/carers.

### **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 which is meaningful, but it may differ from the mainstream curriculum.

For removal from the class for a short period, e.g. for a period of reflection or time out to refocus, the pupil will be supervised in their partner class. A pupil may also be sent to a senior leader.

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.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher. Removal from class for a longer period as an internal exclusion is a serious sanction and will only be used in response to serious or persistent misbehaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom for an internal exclusion.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class.

### **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 also refer our exclusions 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 balance their legal duties 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.

## 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil 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/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.

## 11. Pupil transition

### 11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by helping them to understand the St Jude and St Paul's Way through classroom practice, discussion, collective worship 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. 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 training on managing behaviour such as:

- The needs of the pupils at the school
- Islington Trauma informed practices (ITIPS)

## 13. Monitoring arrangements

### 13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including internal exclusions
- Attendance, permanent exclusions and suspensions
- Managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually.

## 14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion policy
- Anti-bullying Policy
- Child protection policy
- Mobile phone policy