



BEHAVIOUR POLICY

HOLLINSWOOD PRIMARY SCHOOL & NURSERY



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Hollinswood Primary School & Nursery

Our ethos

At Hollinswood Primary School & Nursery, we put children at the centre of everything we do, and high aspirations, expectations and achievement underpins our work.

Hollinswood Primary School & Nursery has a strong nurturing and inclusive ethos secured across three phases (and two buildings) embedded in high expectations. Those who are newly arrived in the country are welcomed and provided with support which enables them to quickly flourish.

We see excellence in teaching and a love of learning as the key to succeeding in life. In a supportive, positive, and caring environment our teachers and our learners are fully committed, focused on the task ahead, enthusiastic in overcoming obstacles and alive for a challenge.

We ensure our curriculum is engaging and develops every child's knowledge, skills, and attitudes. We encourage all children to contribute towards, reflect on and shape their role as learners - in addition to being responsible members of the school, the local and the wider community. Using the knowledge that the natural environment can provide rich, enjoyable, and purposeful learning opportunities, we ensure all children are given the opportunity to use the outdoors to learn.

Our vision for the future

- We want to continue to develop an inclusive environment, ensuring every child, no matter what their individual needs or barriers to learning has equal access to learning and the same opportunities to achieve, thrive and progress further.
- We want to celebrate our increasing multicultural nature, welcoming and supporting all who join our school and ensuring that all school members thrive and progress further.
- We want all pupils to have access to an engaging, inspiring, broad, and balanced curriculum enriched through opportunities for music, sport, and outdoor learning. The vision of having a context rich curriculum that goes beyond the school walls is to be maintained and developed.
- We want to build a school community that lives by our four school values and where all are empowered to make a difference in their own lives and of those around them. Teaching pupils about sustainability and an understanding of how to protect and conserve the environment will continue to be an important part of this work.
- We want to maintain the 'family feel' of our school so that all feel safe, happy, cared for, valued, and develop a sense of belonging to the community in which they live.

Our values

At the heart of our vision are our values. These are: being respectful, being resourceful, being resilient and being responsible.

Contents

1. Statement of intent and aims.....	4
2. Research and Legislation, statutory requirements and statutory guidance.....	6
3. Definitions.....	7
4. Bullying.....	9
5. Roles and responsibilities.....	10
6. Our behaviour curriculum.....	12
7. Responding to behaviour.....	13
8. Serious sanctions.....	16
9. Additional courses of action for specific pupils with particular needs.....	17
10. Monitoring and evaluating behaviour.....	19
11. Pupil transition and training.....	20
12. Reasonable force.....	21
13. Searching and confiscation.....	22
14. Offsite behaviour.....	26
15. Malicious allegations.....	28
16. Monitoring and links with other policies.....	29
17. Appendices.....	30

Statement of intent – the aims of the policy

At Hollinswood Primary School & Nursery we have a highly inclusive approach; all children and adults in school are valued, irrespective of age, gender, or race. We believe that every child is an individual and must be treated as such. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

We also believe that children learn best and behave best when they know what is expected of them. We want to help them to grow up with a clear view of what is right and wrong and an appreciation of the needs of others and the society around them. We believe that it is important to teach the behaviour that we want to see in school and support that behaviour through positive encouragement.

Our behaviour principles:

- Ensure the relationships between staff and children and children's attitudes to learning are exemplary enabling lessons to proceed without interruption.
- Ensure children are highly adept at managing their own behaviour due to our whole school values, supported by systematic, consistently applied approaches to behaviour management.
- Encourage our children to grow in confidence and to gradually assume more responsibility.
- Ensure that skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.
- Have a clear commitment to high standards and the equal worth and success of every learner.
- Provide a clear structure for celebrating successes eg. Class Dojo's, celebration certificates, Positive Postcards, Diamond Diners.
- Celebrate diversity within gender, nationality and ability.
- Enable children to understand very clearly what constitutes unsafe situations and become highly aware of how to keep themselves and others safe, including in relation to e-safety.
- Ensure bullying in all its forms is rare and dealt with highly effectively.
- Ensure children are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.
- Ensure that children feel safe at school at all times; also, that parents and carers strongly agree that the school keeps pupils safe.
- Promote our core values with everyone in the whole school community and beyond.

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body annually.

Research

When developing our behaviour policy, we considered the six recommendations from the EEF Improving Behaviour in Schools research:

1. Know and understand your pupils and their influences.
2. Teach learning behaviours alongside managing behaviours.
3. Use classroom management strategies to support good classroom behaviour.
4. Use simple approaches as part of your regular routine.
5. Use targeted approaches to meet the needs of individuals in school.
6. Consistency is key.

Legislation, statutory requirements and statutory guidance

This policy is also 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

Definitions

What is behaviour?

We consider behaviour to be a form of communication. We encourage all adults in school to consider the antecedent (trigger) for any misbehaviour and to respond in a non-judgemental, curious, and empathic manner.

What behaviour do we expect to see from children and adults at Hollinswood Primary School & Nursery?

At Hollinswood Primary School & Nursery we expect our children and staff to demonstrate our four core values (4Rs). These are:

Being respectful

- We respect the ideas, attitudes, values, and feelings of others regardless of race and culture.
- We treat others fairly and with kindness, respect, and encouragement.
- We respect, value and support each other as learners and their learning environment.
- We are taught about the environment and how we impact on the environment and the world around them.

Being resourceful

- We will become confident, resourceful, enquiring, and independent learners.
- We will have the mental agility to transfer the skills and knowledge we have learned to solve problems and embrace new opportunities.
- We will be able to build on prior knowledge and skills.

Being resilient

- We take pride in their work and the work of others.
- We are confident to take risks.
- We will develop a 'have a go attitude.'

Being responsible

- We recognise our own mistakes and errors as a learning opportunity.
- We have high expectations for ourselves – learning behaviour, progress in learning, presentation and personal conduct.
- We establish positive working relationships in the classroom and around school.

The 4 Rs are displayed in all class bases and some communal areas. Children throughout the day who are seen to be following 4 Rs well are acknowledged, and reference made to them.

Learning behaviours

In addition to our four core values, we encourage children to develop the following learning behaviours:

- Be prepared.
- Be kind.
- Be motivated.
- Be confident.
- Be enquiring.

- Be independent.
- Be ambitious.
- Be positive.

These learning behaviours link to our four core values.

Our classroom charter displays our core values and learning behaviours (see appendix 1)

What do we consider to be misbehaviour?

We categorise types of misbehaviours by stages. This supports with logging and analysing behaviour incidents. Stage 3 behaviours require an immediate SLT response. The list of behaviours is not exhaustive, therefore if a member of staff is unsure how to categorise, then they will consult with the Senior Leadership Team.

Stage	Types of behaviour
Stage 1	<ul style="list-style-type: none"> • Low level disruption. • Refusal to comply with adult instruction. • Talking whilst teacher/another child is talking. • Shouting out. • Hands on play. • Inappropriate use of class equipment. • Rudeness to school staff – mild.
Stage 2	<ul style="list-style-type: none"> ➤ After reminders, warnings etc. behaviours continue. ➤ Unkind/hurtful comments about children/families and staff (including via text or social networking sites) ➤ Provoking someone else ➤ Damage to school property - mild ➤ Stealing ➤ Fighting ➤ Bad language or rude gestures aimed at another individual ➤ Leaving classroom
Stage 3	<ul style="list-style-type: none"> ➤ Trying to leave school site. ➤ Continued defiance when faced with a school adult's reasonable request. ➤ Bullying ➤ Violence - serious ➤ Bringing dangerous objects into school. ➤ Verbal abuse to pupils and staff - serious ➤ Damage to school property – serious ➤ Hate crime – serious ➤ Discriminating remarks e.g. racist ➤ Intent to hurt.

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: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Our approach involves all staff, children, parents and other adults. It will be dealt with proactively by following the school Anti-bullying policy and child-on-child abuse policy.

Roles and responsibilities

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.

The governing board is responsible for monitoring this behaviour policy's effectiveness and 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.
- 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.

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 on CPOMS.
- Challenging pupils to meet the school's expectations.

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

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.

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 join school mid-term.

Our behaviour curriculum

We see behaviour as a subject in its own right. Children need to be taught and re-taught expected behaviours, as contexts, curriculum, and age change.

Teaching pupils to self-regulate means supporting to child to be more aware of how they feel on the inside, so they can take action before their emotions grow too strong and hijack their decision making.

Pupils who are aware of their own behaviour, who can self-regulate and deploy coping skills will be less likely to misbehave in school. Once such strategies have been developed and strengthened, they turn into essential life skills and help students to become motivated and determined to succeed.

Early childhood education helps support children to build emotional and social skills; in particular, self-regulation skills in order to enable them to adjust to new situations, reflect on and adapt their behaviours, focus their attention, remember instructions and plan how to approach tasks successfully (Early Intervention Foundation, 2022). We recognise that some children do not develop these skills within the Early Years which is why it is important that we continue to teach these skills.

Behaviour is taught at Hollinswood Primary School through:

- Explicit teaching of our four school values.
- Consistent routines and expectations in class and around school.
- Our Relationships curriculum.
- Our Computing curriculum (how to behave online).
- Our Safeguarding curriculum.
- Our wider curriculum e.g. children are taught how to be resilient in outdoor learning.

Responding to behaviour

Positive relationships

We believe every child should have a supportive relationship with a member of school staff. We also believe that understanding a child's context will inform effective responses to misbehaviour. Therefore, we ensure staff meet and greet parents/carers and children as they arrive on school site and as they enter classrooms. This gives our children a warm welcome and sense of belonging but also staff can observe moods and feelings.

Building positive relationships with children takes dedicated time and we expect our staff to go above and beyond to achieve this. An example of this may be a thoughtful welcoming comment as the child enters the class, a compliment about how smart they look in uniform looks, how fantastically they walking in line or how much effort was placed into a piece of written work or the simple act of remembering: did you enjoy the sleepover at the weekend? This allows our team to build, sustain and maintain a positive rapport with our children.

Consistent routines

We believe that:

- Routines help create a predictable and secure environment for all pupils, including pupils with special educational needs.
- Routines save learning time, dissuade low level behaviour, and make teaching easier.

Our core routines at Hollinswood Primary School & Nursery are as follows:

Active listening – sit still and quietly, look at the speaker, hand up to respond.

Fantastic walking – children walk respectfully around school. If the child is on their own or with another person, they walk sensibly and quietly. If they are walking as a class, they walk silently so that they don't disturb others.

Legendary line-ups – children line-up silently. Routine is as follows:

- Children are requested to line up.
- Adult at the front raises hand in the air to silence the line.
- Adult leads the children. Children walk silently. An additional adult may support by following at the back of the line.

Stop signal – adult raises hand in air and says, '5,4' whilst putting fifth and fourth finger down. Adult then puts third, second and first finger down but doesn't count aloud. Children are expected to have stopped what they're doing when the adult has put all fingers down.

Positive praise

Acknowledging good behaviour encourages repetition and communicates our expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's routines, expectations, and norms of the school's behaviour culture. Examples of rewards may include:

- Verbal praise.
- Class Dojos in recognition of children demonstrating the 4Rs.
- Name on recognition board in classroom. The purpose of the recognition board is to recognise when pupils are demonstrating the learning behaviours.
- Positive Postcards home to parents.

- Scented stickers from Headteacher/Deputy Headteacher to recognise high standard of work.
- Positions of responsibility – classroom monitors, playground helpers, school council, Safeguarding Squad, Eco-committee.
- Fortnightly Celebrations Certificates.
- Diamond Diners – Fortnightly to recognise excellent behaviour at lunchtime.
- Headteacher and Deputy Headteacher awards to reward exceptional behaviour in and out of school.

Responding to misbehaviour

Our aims of any response to misbehaviour are to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

We endeavour to respond to misbehaviour predictably, positively, and assertively.

We endeavour to respond in a consistent, fair and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques will be used to help prevent further behaviour issues arising and recurring and we use a pre-agreed script and phrases to help restore calm.

Our pre-agreed script of stepped boundaries

The key principles of the script are:

- Reprimand in private, praise in public.
- Gentle approach – use child's name, child level, eye contact, deliver message then move away, giving the child time to change their behaviour.

Pre-agreed script

Reminder	I notice you chose to.....(noticed behaviour) This is a REMINDER that we need to be (Respectful, resourceful, resilient, responsible) You now have the chance to make a better choice Thank you for listening
Warning	I noticed you chose to.....(noticed behaviour) This is the second time I have spoken to you. Do you remember when.....(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/ I'm glad we had this conversation.
Reflection time	I noticed you chose to.....(noticed behaviour) You need to go to the reflection area (an area we will develop in each room). I will come and speak to you in two minutes. *DO NOT describe child's behaviour to another adult in front of child*
Follow up and restore	What happened? How did that make you feel? How will you do things differently when you feel that way?

Refusal

If a child is refusing to follow instructions, then the member of staff may give the children a choice after the warning for example, “you may choose to complete your work at the front of the class where you can see better or at the back of the class where it is a bit quieter”. This avoids a power play between the child and adult.

Sanctions

If the misbehaviour continues, despite the member of staff implementing the pre-agreed script then we will adopt the following sanctions:

Yellow card – child to miss 5 minutes of breaktime or lunchtime followed by a restorative conversation. If child has work to catch up on, the time at breaktime or lunchtime will be used for this, therefore the time missed may vary.

Red card – child to have time out in another classroom (buddy classroom) to complete work followed by a restorative conversation.

Pink cards – if a member of staff requires support with a child’s behaviour, then a pink card will be sent to the office. In the first instance, our inclusion team will support by adopting de-escalation techniques. Our inclusion team will send a red disc to the office if they require support from SLT. Once the child is calm, our Inclusion team will consult with SLT and class teacher to an appropriate sanction.

See appendix 2 for stages of misbehaviour and expected responses.

Serious sanctions

If there is a repeat of behaviour that is not consistent with our policy then parents will be contacted to discuss their child's behaviour and what action the school/parent will take to resolve the situation. For some children at any point of concern a home-school link book or similar arrangement may be set up as part of the information sharing process and closer monitoring of their behaviour. This is also reinforced using CPOMS.

Occasionally, a serious incident can lead to a loss of privileges or an in-school inclusion; being removed from class for part or a whole day and working with a member of the SLT or Pastoral Team.

The school can also 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.

Leaving the classroom or school grounds without permission

If a pupil runs out of a class, we will establish where he or she has gone. Teachers must not run after them but will send a message to the office for adult support. However, it is essential to keep a watchful eye on any child who has taken him or herself out of the school building and possibly out of school grounds. Staff will intervene when appropriate and take a mobile phone if they follow off site. If a child is no longer on school premises parents will be contacted. If they are not at home the police will be informed that a pupil has left school and is at risk.

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. This may include the following measures:

- Restorative conversation with an appropriate member of staff.
- Reintegration meeting following a suspension.
- Behaviour support plan and child-friendly support plan (see appendix 3 and 4)
- Home/school link book or report card to support with communication with parents (see appendix 5).
- Interventions with the pastoral team.

Additional courses of action for specific pupils with particular needs.

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

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

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

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

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

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

When behaviour strategies outlined above are not successful the following courses of action may be taken:

- Establish a behaviour support plan outlining support strategies using a consultation between staff and the SENCO to look at interventions. This may include use of additional school resources including staffing to support needs.
- Discussion with a child's parents to keep them informally apprised of their child's behaviour difficulties (e.g. via the telephone or at a meeting)
- Advice from, or referral to the Behavioural Support Team or other external agencies (e.g. L.S.A.T. or E.P.)
- Formal meetings, to include parents and others when appropriate, may be arranged by the Head teacher to consider the best ways forward.
- Use of the Early Help process, including using the Fair Access panel when appropriate.

Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information.

Monitoring and evaluating behaviour

Logging behaviour incidents

Each member of staff should log behavioural incidents using the CPOMS system. All teachers are to be shown how the system operates. This is for the member of staff to record incidents and their sanctions, allowing for a record of behaviour patterns to be kept and monitored. We record the incident in the following way:

A (antecedent) – the events that directly precede the observed behaviour, also known as 'triggers'.

B (behaviour) – the action which the child takes.

C (consequence) – an action that serves to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative.

See appendix 7 for an example.

Monitoring and evaluating

SLT are alerted to all behaviour incidents and monitor the response.

Our Deputy Headteacher analyses behaviour incidents fortnightly.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

The school will also collect data on the following:

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

Pupil transition

Inducting incoming pupils

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

Preparing outgoing pupils for transition

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

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

Training

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

- The behaviour policy.
- The needs of the pupils at the school.
- How SEND, mental health needs and safeguarding concerns can impact behaviour.

Behaviour management will also form part of continuing professional development.

Reasonable force

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

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Physical intervention

This would only be after exhausting all de-escalation techniques and only if it is reasonable, proportionate and necessary. The key theme we must consider when making decisions about the use of physical intervention is our duty of care. Duty of care means that you have a legal and professional obligation to avoid causing harm to children and young people, either through the actions you take, or the actions you fail to take. In these situations, the intention is to continue to model consistent, calm adult behaviour.

The use of physical intervention is rare and is, wherever possible avoided.

Physical intervention will be recorded using the physical intervention form (see appendix 5). This will be reviewed and signed by the Headteacher and parents/carers. This will also be uploaded to the child's individual record on CPOMS. The school will ensure that appropriate staff are MAPA trained.

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 headteacher, to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- 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/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.

Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

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

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

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

Mobile phones

If a child brings a mobile phone to school, then it must be stored in the school office until home time

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
- 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 and child on child abuse policy for further 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 our managing allegations and low-level concerns policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles will be reviewed and approved by the full governing board annually.

Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Anti-bullying policy
- Child on child abuse policy
- Managing allegations and low-level concerns against staff.
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

Appendix 1 – Classroom charter



Appendix 2 – stages of behaviour and response

Stage	Types of behaviour	Response
Stage 1	<ul style="list-style-type: none"> • Low level disruption • Refusal to comply with adult instruction. • Talking whilst teacher/another child is talking. • Shouting out • Hands on play • Inappropriate use of class equipment • Rudeness to school staff – mild 	<p>Distractions Non-verbal cues Positive verbal re-direct Re-engagement activities.</p> <p>Intervention: Reminder Warning Choices Reflection time – area of the classroom. Has to be time limited. Restorative work.</p> <p>Consider the ‘why’ to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
Stage 2	<ul style="list-style-type: none"> ➤ After reminders, warnings etc. behaviours continue. ➤ Unkind/hurtful comments about children/families and staff (including via text or social networking sites) ➤ Provoking someone else ➤ Damage to school property - mild ➤ Stealing ➤ Fighting ➤ Bad language or rude gestures aimed at another individual ➤ Leaving classroom 	<p>Yellow card – miss time at breaktime or lunchtime followed by a restorative conversation. Red card – time out in another classroom or loss of privileges followed by a restorative conversation.</p> <p>Contact with parents.</p> <p>Consider the ‘why’ to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
Stage 3	<p>Not able to keep the child safe or other children safe.</p> <ul style="list-style-type: none"> ➤ Trying to leave site. ➤ Continued defiance when faced with a school adult’s reasonable request. ➤ Violence - serious 	<p>Inclusion Leader to support if child needs support to regulate.</p> <p>Inclusion Leader to send a red disc to SLT.</p> <p>SLT to decide on consequence. This could include:</p> <ul style="list-style-type: none"> ➤ Work away from class. ➤ Loss of privileges. ➤ In-school inclusion

	<ul style="list-style-type: none"> ➤ Bringing dangerous objects into school. ➤ Verbal abuse to pupils and staff - serious ➤ Damage to school property – serious ➤ Hate crime – serious ➤ Leaving the school grounds ➤ Discriminating remarks – e.g. racist ➤ Intent to hurt. 	<ul style="list-style-type: none"> ➤ Suspension ➤ Report card or home/school book issued. <p>SLT to contact parents for meeting.</p> <p>Only Headteacher can issue an in-school inclusion or suspension.</p> <p>Consider the ‘why’ to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
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Playground behaviour stages and responses




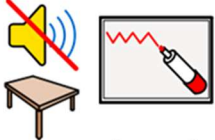





Stage	Types of behaviour	Response
Stage 1	<ul style="list-style-type: none"> • Inappropriate use of outside play equipment • Rough play/ pushing pulling each other (hands on play) • Rudeness to staff • Disruption to a game (eg taking equipment) • Using equipment when not meant to • Swinging on the trees • Climbing up slides • Inappropriate use of sticks • Not sharing/ snatching • Running on the grass when wet/ going places where they can't be seen 	<p>Distractions Non-verbal cues Positive verbal re-direct Re-engagement activities.</p> <p>Intervention: Reminder Warning Choices Reflection time – area of the classroom. Has to be time limited. Restorative work.</p> <p>Consider the ‘why’ to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
Stage 2	<ul style="list-style-type: none"> • Arguing with an adult • Continual behaviours after reminders • Bad language • Walking away from a member of staff/ walking inside • Not following instructions 	<p>Yellow card – miss time at breaktime or lunchtime followed by a restorative conversation. This is to be taken at the time of the incident. Child to stand by adult on the playground.</p> <p>Contact with parents.</p> <p>Consider the ‘why’ to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
Stage 3	<ul style="list-style-type: none"> • Violence • Verbal abuse • Continual defiance • Trying to leave site. • Purposely breaking equipment 	<p>Inclusion Leader to support if child needs support to regulate.</p> <p>Inclusion Leader to send a red disc to SLT.</p> <p>SLT to decide on consequence. This could include:</p>

	<ul style="list-style-type: none"> • Racist remarks • Intent to hurt. 	<ul style="list-style-type: none"> • Work away from class. • Loss of privileges. • In-school inclusion • Suspension • Report card or home/school book issued. <p>SLT to contact parents for meeting.</p> <p>Only Headteacher can issue an in-school inclusion or suspension.</p> <p>Consider the 'why' to prevent the behaviour being repeated or continuing. Is further intervention needed?</p>
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Appendix 3 – behaviour support plan

Behaviour Support Plan		
Name:	Year group:	Base:
Reason for plan:		
Targets:		
Triggers		
What school will do:		
Proactive strategies		
Reactive strategies-to include appropriate consequences		
Integration strategies		
What does not work?		
What parents will do:		
Parent comment:		
Parent signature:		
Class Teacher/School SENCO signature:		

Appendix 4 – examples of a child-friendly behaviour support plan

If...	 you leave the classroom	 you are refusing to come into class	 you hurt other children	You stay in class You follow instructions Are kind to your friends Complete all your work 
then...	 go to your quiet area for 5 mins and draw or write what has upset you.	 an adult will set a timer and ask you to come in.	 talk to an adult and explain how you were feeling.	You will be able to do nice activities You will earn points on the behaviour chart Might be given a certificate or Positive Postcard Will feel happy 
Afterwards	Show an adult your whiteboard and talk about it. 	You will make up the time you miss during break or lunchtime. If you miss any work, you will need to complete it at break or lunchtime. 	You will miss 5 minutes of your playtime.  If you have missed any work, you will need to complete it. 	Remember! Every day is a new day! 

Appendix 4 – example of a report card

Report Card							
Name:		Base:		Date:			
	Session 1	Session 2	Breaktime	Session 3	Lunchtime	Session 5	Session 6
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 5 – physical intervention form

Hollinswood Primary School & Nursery – Physical intervention form

USE OF PHYSICAL INTERVENTION INCIDENT FORM	
Name of child:	Date and time of incident:
Year group:	
CONTEXT	
Lead up to the incident:	
What steps were taken to de-escalate?	
What was the child's response?	
PURPOSE OF PHYSICAL INTERVENTION	
Who was at risk of injury/serious damage and why was it necessary to intervene?	
DESCRIPTION OF INTERVENTION	
Method used and by whom?	
Duration of intervention:	
AFTER THE PHYSICAL INTERVENTION	
Are there any steps that can be taken to avoid further difficulties?	
Copy of form to be given to:	
Signed: _____ Headteacher _____ Parent/carer	

Appendix 6 – one-page overview of behaviour policy

Deliberate botherness				
SLT to meet and greet at gate, teachers to meet and greet in classroom, all staff - relationship building.				
Rules		Learning behaviours		Positive recognition
Respectful Responsible Resilient Resourceful		Prepared Kind Enquiring Independent Ambitious Positive		Verbal praise, 'smelly' stickers and work to HT/DHT, ClassDojos – 4Rs, recognition board – learning behaviours, positive postcards/calls home, positions of responsibility, Celebrations Certificates, HT/DHT awards, Diamond Diners
Relentless Routines “fantastic walking please” rather than ‘no running’.				
Praise in Public (PiP) Reprimand in Private (RiP)	Active listening Sit still and quietly. Look at speaker. Put hand up if you want to respond.	Fantastic walking Walk respectfully around school. On own/partner – quietly In a large group - silently	Legendary line-ups Adult at front and back. Hand signal from adult at front. Children silent. Walk into school silently.	Stop signal Hand in air – 5,4,3,2 1
Stepped boundaries				
Gentle approach, use child’s name, child level, eye contact, deliver message- get out! Give child time to change behaviour before stepping up.				
Reminder I notice you chose to.....(noticed behaviour) This is a REMINDER that we need to be (Respectful, resourceful, resilient, responsible) You now have the chance to make a better choice Thank you for listening				
Warning I noticed you chose to.....(noticed behaviour) This is the second time I have spoken to you. Do you remember when.....(model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening/ I’m glad we had this conversation.				
Reflective time I noticed you chose to....(noticed behaviour) You need to go to the calm down area (an area we will develop in each room). I will come and speak to you in two minutes. *DO NOT describe child's behaviour to another adult in front of child*				
Follow up and restore What happened? How did that make you feel? How will you do things differently when you feel that way?				
Yellow card Child to miss 5 minutes from breaktime/lunchtime followed by a restorative conversation. Or the time it takes to complete work.				
Red card Child to have time out in another classroom to complete work (buddy classroom) followed by a restorative conversation.				
Pink cards and red disc Inclusion team to support. Inclusion Leader to send red disc to office if support from SLT is needed. Inclusion team to support with regulation. Member of SLT to decide on consequence. Only HT/DHT can issue an internal exclusion/suspension)				

Appendix 7 – logging behaviour incidents

A (Antecedent) Trigger for the behaviour

B (Behaviour) Sensory, escape, attention, tangible

C (consequence) Reminder, warning, reflective time, yellow card, red card.

Example:

Example

A – Riley asked to put book away

B – Riley ignores request

C – Request repeated with deliberate eye contact.

B – Riley puts book away

C – Praise

Example

A – Riley makes a comment to Thomas.

B – Thomas hits Riley.

C – Riley is given time-out. Restorative work with both children.
