



Frizinghall Primary School

Behaviour Policy

Approved by the governing body on: Autumn 2 2023

To be reviewed on: Autumn 2 2024

Signed on behalf of the governing body: *P. Sayers*

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

2. Legislation and statutory requirements

This policy is based on 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
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023

- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

It is widely recognised that good teaching and learning is a way of improving behaviour in schools and at Frizinghall Primary School, we value good behaviour in the classroom and throughout the school to promote the school as a learning community and to ensure that classrooms are effective learning environments. The highest regard is given to the quality of relationships between teacher and learner.

The aim of this policy is to ensure that the school offers a happy and caring environment in which all children have the opportunity to achieve the very highest standards. A calm school, in which children are behaving well and showing respect and consideration for others, will provide the right atmosphere for high levels of achievement. At Frizinghall Primary School, we believe that to treat children positively, by praising them and offering encouragement for the things they do well, is the most successful approach in the long term. By promoting the positive values of SCARF, in all school activities, this ensures that the children attending Frizinghall Primary School are safe, caring, achieve the best that they can, and are resilient and friendly.

This does not mean that bad behaviour is ignored, simply that the positive aspects of children's behaviour should be highlighted whenever possible.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
- Physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

➤ Vandalism

➤ Theft

➤ Fighting

➤ Smoking

➤ Racist, sexist, homophobic or discriminatory behaviour

➤ Possession of any prohibited items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying and child-on-child abuse

4.1 Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) - misogyny/misandry • 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 or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy. All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher/ Assistant Headteacher. Children may also choose to tell their class teacher first.

➤ In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

How the school records, analyses and monitors incidents of bullying:

➤ If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together in the first instance. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours would not be acceptable. Sanctions can also include:

- Warnings
- Loss of playtime (Detention)
- Yellow/ red cards
- Parent conference
- Behaviour Plan
- Exclusion may be considered in serious cases and if none of the previous sanctions have worked

➤ All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.

- The school will work to support children who are bullied sensitively, in various ways. In the first instance, we use Restorative Practice to help the victim express how the perpetrator has made them feel. Each case can be different and we would work with the child and family through our Learning Mentors to further support children who have been bullied.
- Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through our SCARF Curriculum, assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. How the school trains staff and governors in preventing and handling bullying.

4.2 Child-on-child abuse

Child-on-child abuse is when children abuse other children. This type of abuse can take place inside and outside of school. It can also take place both face-to-face and online, and can occur simultaneously between the 2.

Procedures for dealing with allegations of child-on-child abuse can be found in the Safeguarding and Child Protection Policy.

5. Roles and responsibilities

5.1 The governing board

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The headteacher will also offer 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. They will also ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

They will also ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents are expected to:

- Get to know the school's behaviour policy and offer support to decisions made in accordance with this policy
- Support their child in adhering to the pupil code of conduct and the 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)
- 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.

6. School behaviour curriculum

The school's behaviour approach is based on the principles of SCARF and Restorative Practice. This allows the children to learn how to behave acceptably in and around school.

Pupils are expected to:

- Help to create an environment in which trust, kindness and respect are valued by all
- Recognise the importance of the traits of safety, caring, achievement, resilience and friendship through compassion, consideration, co-operation and courtesy
- Be encouraged and praised for good work and behaviour
- Become self-disciplined
- Show respect for all adults and other pupils of the school community
- Accept responsibility for their own behaviour and for the decisions, which they make
- Appreciate the importance of adhering to rules

- Respect the environment and other people's property
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

6.1 Pupil's mobile phones

Pupils should not bring mobile phones into school. If a parent or carer, of a child in year 5 or 6 who walk home alone, feels that it is necessary for their child to carry a mobile phone, the school should follow the steps outlined here.

- Confirmation and reasons for having a phone are obtained from the parent and the procedure explained to the parent.
- The phone is taken to the office, by the child, on arrival at school (during the register). The phone must be switched off.
- The phone must be collected, by the child, from the office at the end of the day (the child must collect and then go back to the teacher prior to leaving)

7. Rewards and sanctions

7.1 List of rewards

Positive behaviour will be rewarded with:

- Being praised for working hard, being polite or showing consideration towards others
- Being praised and given a merit, based on the SCARF principles, for making a significant achievement
- Being nominated/given a SCARF certificate and attending the SCARF party
- When a child has received an increment of 25 merits, they will be awarded with the colour certificate and sticker. (Bronze- 25 merits, Silver- 50 merits, Gold – 75 merits, Platinum – 100 merits, Diamond - 125 merits and Ruby – 150 merits)
- Letters, phone calls or StudyBugs messages home to parents
- Special responsibilities/privileges
- Termly nominations for children who always demonstrate that they 'wear their SCARF'.
- Whole class awards – these are to be decided by the teachers.

EYFS

In the EYFS, every child has a merit chart, where they can earn merit stamps for a variety of reasons; we have a strong focus on the ethos of or SCARF curriculum. When a child earns 5 merits, they receive a small merit certificate which they can collect until they reach a larger amount. Once

they have earned 25 merit stamps (5 small certificates) they then receive a bronze certificate. For each 25 merit stamps they earn, they will be rewarded with the next level of certificate, in the same way as the rest of school.

7.2 List of sanctions

Some children may not respond to the positive reinforcement and may need additional intervention. In Key Stage 1 and 2 we have 5 steps:

1. Verbal reminder of the rules. This is to let the child know that they need to improve their behaviour.
2. First 'yellow card'. This is when the child is continuing to break the rules after the verbal warning. The child may move to another seat in the classroom or closer to the teacher.
3. Second 'yellow card'. This is when a child is still continuing to break the rules after they have moved place in the classroom. When they have received a second yellow card, they will miss 5 minutes of their break time
4. 'Red card'. If a child has continued to break the school rules and is not showing signs of improvement then they will receive a red card. This will mean that they will miss their break time completely.
5. If a child obtains 3 red cards in a 5-day period, there will be a meeting called with the child, their class teacher, a member of SLT and the child's parents. This meeting may be over the phone (for a first instance). At this meeting, the group will decide the next actions and if the child will need to go onto a personal behaviour chart (see details below)

The cards are metaphorical cards. They link to the same system as football. A child will start each day afresh.

Any child who demonstrates severe behaviour will either be placed at stage 4 or 5 (depending on the individual incident) and a member of SLT may automatically be involved. Examples of behaviours exhibited at this stage: disrespecting adults, damage to property, open defiance, hurting others, inappropriate language, etc.

Children in KS1 require a visual representation of the different cards. Classes in KS1 will display the 3 cards (2 yellow and 1 red) so that children can physically see that they have received a warning card. This will be reset before the next day.

Staff will keep a log of the different warnings given on a separate recording grid. They should record any red cards issued onto CPOMS.

Personal behaviour chart – If a child is persistently breaking the rules and there has been a discussion with parents, they will start a personal behaviour chart. This will run for 2 weeks. A child will have to review their behaviour with a teacher for each lesson. They will show this to a member of the SLT at the end of each day and then the class teacher will feed this back to the child's parents. After 2 weeks, the chart will be reviewed and then ceased if the child has shown improvements and that their parents/ class teacher is satisfied that they are demonstrating appropriate behaviours in school.

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.

EYFS

In the EYFS, we use a simple, visual system that is used discreetly.

Warning 1 – A reminder is given to the child.

Warning 2 – The child is given a warning and moved into the yellow zone and positively reminded of how they can fix this action.

Warning 3 – The child is given their second yellow warning. They are moved into the second yellow zone (slightly darker) and moved away from their distraction. They are positively reminded of how to correct this action.

Warning 4 – Final warning – The child is moved into the red zone, where they will miss 5 minutes of their play time to have some thinking time and engage in restorative practice with an adult.

At all stages of the sanctions, when children show positive behaviour, they will be moved back down to the previous colour.

The chart is reset at the end of each session (eg, morning/afternoon), ready to start from fresh.

There will be times when some children require a more personalised behaviour system. These will always be reflected on with parents and an outline of action will be added onto CPOMS. Regular monitoring of these systems will be done by the class teacher.

7.3 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 Safeguarding and Child Protection Policy for more information.

7.4 Off-site behaviour

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 visits)
- 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 or member of the public
- 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 the staff member (e.g. on a school-organised trip).

7.5 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.

7.6 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher/ DSL 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.

7.7 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 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 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, 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 pupils accused of misconduct.

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

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

To anticipate and remove triggers of misbehaviour, the school will offer approaches such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and ADHD
- Use of separation spaces (sensory room or the Willows space) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

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

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

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

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

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

9. Behaviour management

All class teachers must maintain a record of merits and yellow/red cards given. This is done on the class warning record sheet and within the child's personal merit card. However, if a child is consistently disruptive a record should also be kept via our online communication tool, CPOMS.

CPOMS is the school's system for recording behaviour and monitoring communication with every child's parents and/or carers. Here both positive and negative behaviour can be recorded. On CPOMS, teachers record detentions - standard detentions (red card) and/or fast-tracked detentions (instant red card).

Senior leaders will then monitor the data inputted for the school and report to governors on a regular basis.

Teachers may use the sanction of giving warnings or asking a class or group of children to 'stay in' at a playtime or lunchtime if they have behaved unacceptably. The responsible adult will supervise, or arrange the supervision of the class or group.

9.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or 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

9.2 Physical restraint - Team Teach

In some circumstances, staff may use reasonable force (please see Reasonable use of Force policy) to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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
- If a child needed to be restrained, this should be recorded on CPOMS and parents should be informed.

9.3 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.

9.4 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 Safeguarding and Child Protection Policy.

10. Pupil 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

11. Training

INSET training is given, as required, to newly-appointed staff, and to all staff as changes are made by legislation or policy. Pupil discipline is also regularly an item at full staff meetings that involve teachers and support staff. Where there are particular problems, guidance is given to a teacher and support staff by the AHT for Inclusion, the Headteacher or external partners.

From time-to-time, a morning or afternoon session of an INSET day will be used to review the pupil behaviour and discipline policy and for training in matters such as restraining difficult pupils, identifying pupils that may be taking drugs, children whose poor behaviour may arise from abuse or potential mental health problems, etc.

Behaviour management will also form part of continuing professional development.

12. Monitoring arrangements

The Headteacher and full governing board will review this behaviour policy, annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the by the full governing body annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding and Child Protection Policy
- Use of Reasonable Force Policy
- Anti-Bullying Policy
- Home School Agreement
- SEND Policy
- Suspension and permanent exclusion

Appendix 1: written statement of behaviour principles

Rational:

This is a statement of principles, not practice. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed. It reflects the shared aspirations and beliefs of Governors, staff and parents for the pupils in the school as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the Behaviour Policy and its application. Staff should be confident that they have the governors' support when following this guidance.

Frizinghall Primary School's Statement of Ethos and Values

When pupils leave Frizinghall Primary School they will have developed self-respect which will help to keep them safe. Their confidence and resilience along with knowledge and skills learned here will help them to face life's challenges so that they experience the achievements which are waiting to happen. With a positive and healthy mind these firm foundations will form the basis of your child's future.

The Governors at Frizinghall Primary School value good behaviour in the classroom, or when representing the school, and believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of their school life.

At Frizinghall Primary School, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of restorative justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

Principles:

- All children, staff and visitors have the right to feel safe at all times at school
- Frizinghall Primary School is an inclusive school. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010)
- The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning
- The school rules should be clearly set out in the Behaviour Policy and displayed around school. This also applies to the SCARF principles which we have adopted into our behaviour policy. Governors expect these rules, and the application of rewards or sanctions, to be consistently and fairly applied by all staff
- At Frizinghall Primary School, we believe in treating children positively, by praising them and offering encouragement for the things they do well
- Pupils are helped to take responsibility for their actions through restorative practice

- It is the School's belief that by promoting the positive values of SCARF in all school activities, this enables the children attending Frizinghall Primary School to become safe, caring, resilient and friendly members of the community, who achieve the best that they can.
- The Governors expect the Headteacher to include guidance on the use of reasonable force, within the Behaviour Policy.
- The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and, if the parent continues to cause disturbance, he or she may be liable to prosecution. (This procedure is set out in the Parent Code of Conduct policy)
- The school's legal duties under the Equality Act 2010, in respect of safeguarding pupils with special educational needs and/or disabilities and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff
- The Governors strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or a fear that one may take place e.g. if illegal drugs are discovered during a search; cyberbullying; criminal harassment.