

Behaviour policy and statement of Behaviour Principles Bloxham CE Primary School



Be . Build . Become

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, orderly, safe and supportive environments in which children and young people want to attend and can learn and thrive... [when] behaviour is good and pupils can learn and feel safe. Pupils will not always behave perfectly. ... School culture should make clear to all members of the community which behaviours are acceptable, encouraged or required and which are not... Staff should be trained to make sure that they collectively embody this school culture, by consistently managing behaviour, upholding the schools' behaviour policy at all times, and responding to misbehaviour consistently and fairly. Pupils should be taught explicitly what good behaviour looks like.

DFE Behaviour in schools Advice for headteachers and school staff January 2022

Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
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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
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Our vision for Bloxham CE Primary is that the school becomes central to its diverse community and for all members to feel included, valued and treated equitably. Nurture and the development of self-worth are fundamental to the Bloxham approach. By modelling kindness, compassion and honesty we support and encourage others to adopt these values. We believe that in supporting our pupils to feel worthwhile, in turn, we support them to feel safe, enabling them to be curious to learn, ambitious to succeed and have the confidence to be creative.

We expect everyone to hold our school values:

- Be diverse, equitable and inclusive
- Be kind and compassionate ... show friendship
- Be honest
- Be curious to learn and ambitious to succeed
- Be supported to feel safe by being trustworthy and truthful
- Be creative

Inclusivity is at the heart of all we do; as a school, we deploy all resources effectively to provide every child with an equal opportunity to succeed. This is achieved through the early identification of barriers to learning; identifying why children are not achieving their potential and then putting in compensatory measures to support the child. This includes behaviour.

Our priority as a school is to ensure that all children are offered access to appropriate, age-related curriculum content, considering the needs of the whole child. We believe this is best achieved through high quality teaching underpinned by a clear supportive framework which promotes positive behaviour.

This school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We recognise that all behaviour is a method of communication and that behaviours should be interpreted whilst considering age-appropriate responses and SEND. Our policy is underpinned by 'Zones of Regulation' approach. We refer to behaviour using the terms 'expected behaviour' and 'unexpected behaviour'.

2. Legislation, statutory requirements and statutory guidance

This policy has been adapted from a model policy drawn up by The Key Support Services, which

has been

Approved by **forbessolicitors.**

and

Developed with



Additional school specific arrangements have also be incorporated.

The policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

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

3. Definitions

Expected Behaviour is defined as the things we do and say that are friendly, helpful and respectful to others. Doing what is expected is based on where we are and who we are with. For example, it is expected for a child to make a joke during playtime but not while in the middle of a test.

Unexpected behavior is defined as the things we do or say which make other people uncomfortable and are not respectfolor helpful to others. For example, it is unexpected for a child to be excited and physically energised during a core lesson. Unexpected behaviours are also different depending on who the child is with and where they are.

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, where defiant as opposed to parental choice or inability to provide

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying

- Sexual violence,
- Sexual harassment, meaning unwanted conduct of a sexual nature
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or 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

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • 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)

For further information relating to our antibullying strategies please see our anti bullying policy.

5. Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 (see appendix 3 for a behaviour log)
- 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 are mid-phase arrivals.

6. School behaviour curriculum

Expected Behaviours

We are all expected to be respectful, kind, and safe at all times.

We can show that we are **respectful** by:

- Using good manners when we are speaking to everyone
- Listening to others
- Following instructions
- Taking care of the school grounds and equipment
- Completing our learning well and supporting others to do the same by making it possible for other children to learn
- Being a positive member of our school community
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

We can show that we are **kind** by:

- Helping other people
- Looking after people who are feeling worried or sad
- Always using kind words and actions

We can keep ourselves **safe** by:

- Following the rules for outside playtimes
- Wear the correct uniform at all times
- Using equipment safely and appropriately
- Talking to an adult when we notice something is not safe or something is making us feel unsafe
- Behave in an orderly and self-controlled way and moving quietly around the school

Mobile phones

- Y5/6 Pupils are allowed to bring mobile phones with them but once on-site, these must be handed into the school office. No other year groups are permitted phones

- Parental permission will need to be provided to confirm pupils are allowed to bring devices to school.
- The school does not accept any liability in case of loss or damage

7. Responding to behaviour

Our school mission, vision and values underpin every aspect of the school's work, including our behaviour expectations and responses.

Proactive Strategies

Zones of Regulation

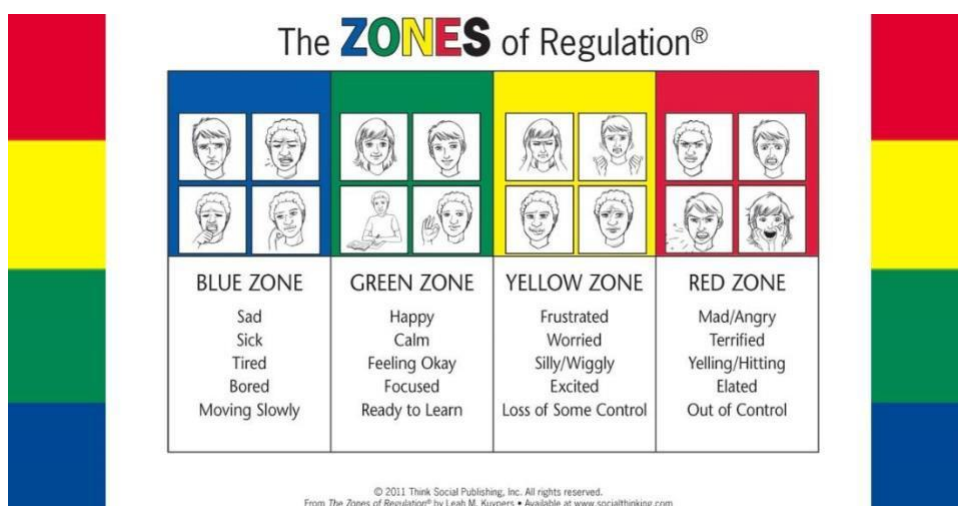
This is a systematic, cognitive approach used to teach children how to regulate their emotions by categorising feelings and stages of alertness into four concrete-coloured zones. The Zones of Regulation framework provides strategies to teach children to become aware of and independent in recognising, naming and therefore controlling their emotions and impulses and improve their ability to solve potential conflicts. There is a consistent approach to the use of the zones of regulation through the school, the language of zones is referred to by all adults.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour expectation and their classroom rules
- Develop a positive relationship with pupils, which may include:
- Greet pupils in the morning/at the start of lessons
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have a plan for dealing with low-level disruption
- Use positive reinforcement

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Rewards for Expected Behaviour:

A high standard of behaviour is the basic requirement and standard expectation of all pupils and adults in our school. These are modelled by staff and are underpinned by our school values. The true reward for excellence in behaviour is success in school and the holistic well-being and development of the whole child so that children are confident, high achieving and desire success.

The expectation in our school is to make the right choices. Although this is the motivating factor in our school (Be . Build . Become), we understand the power of incentives and strategies to encourage children to make the right choices.

These include:

- Positive comments/praise linked to the school values – verbal or KBVs.
- Sharing good work/examples of good behaviour in assembly in class
- Housepoints
- Certificates – e.g., Star of the Week, Star Writer, Attendance, Star Reader and Top Mathematician
- Whole-class or year group rewards, such as a popular activity
- Positive feedback to parents – verbal and calls home. Postcards home.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Unexpected Behaviour and Consequences

While we focus on positive rewards, we acknowledge that some behaviours are not consistent with the rights and responsibilities of all discussed above. The following behaviours, therefore, are not expected:

Behaviour managed within the classroom by the teachers and learning assistants. These behaviours need to be recorded in the Class Behaviour Log by teachers (within Inclusion folder)	
Behaviour	Suggested Strategies
Disruption Ignoring requests instructions Unkind words against others Leaving the room without permission Unsafe behaviours or threatening these Misuse of school property Unfinished/poor quality work	Verbal reprimand/warning Reminder of the rules with time allowed to process Ask the child to move to another seat/space 'Time out' away from the rest of the class/group Loss of playtime (whole or part) Informal contact with parents/carers Verbal/written apology
Behaviours that may require teacher led sanctions and follow up with parents - may require a Behaviour Investigation Form These behaviours need to be recorded in the Whole School Behaviour Log by SLT.	
Behaviour	Suggested Strategies
Unsafe behaviour that could cause harm Repeated refusal to follow instructions Repeatedly stopping other children's learning Inappropriate language choices (written/verbal) Damaging school property/others' belongings Repeated unkind words against others (random not targeted)	As above Referral to SLT for advice Formal contact with parents/carers Withdrawal of opportunity to attend clubs
Behaviours that may require SLT involvement and support and likely to need a Behaviour Investigation Form These behaviours need to be recorded in the Whole School Behaviour Log by SLT	

Behaviour	Suggested Strategies
Deliberate intent to cause harm to others Continued refusal to follow instructions Serious challenge to safety, authority or learning Serious and deliberate damage to school property or others' belongings Bullying, racist, homophobic, sexist or ability led comments	As above Internal exclusion Fixed-term exclusion Permanent exclusion

Responding to misbehaviour

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

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

Behaviour in School

This grid applies to the vast majority of children, for all others refer to individual behaviour plans.
As in all things, use your professional judgment re the gravity of the behaviour.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Talking at inappropriate times	Refusing to comply with requests	Blatant rudeness to an adult	Racial name-calling Homophobic name-calling
Interrupting and Shouting out	Questioning authority	Fighting, including retaliation	One sided physical attack
Unkind hands	Answering back	Threatening body language	Bullying
Bad manners	Lack of respect for support staff/welfare	Stealing	Swearing directed at an adult
Pushing in lines etc.	Temper outbursts	Swearing directed at a child	Harmful sexualised behaviour
Teasing/winding others up	Swearing/ muttering under breath	Damage to property	
Name-calling	Derogatory comments, e.g. re. family members	Open defiance	
Not putting equipment away	Not caring for equipment/ environment	Inappropriate use of sexual language	
Running in school	Targeted inappropriate facial gestures and language		
1. Disapproval/redirect/tactical ignore/rule reminder 2. Make good choices if not CONSEQUENCE 3. Consequence is determined by the class teacher	1. Rule reminders/thinking time 2. Make good choices if not CONSEQUENCE - time out if appropriate with timer. 3. If behaviour continues - possible consequence and contact home. 4. Radio system to be used if backup required 5. In all cases work to be completed 6. In all incidents it is the supporting adult that must complete Arbor behaviour log ASAP.	1. Teacher/TA investigate incident 2. Child sent to Pastoral Support - Kim 3. Radio system to be used if backup required 4. Possible consequence as decided by Phase Lead which could be child to work away from the classroom 5. Class teacher contacts home 6. Recurrence of behaviour. Pastoral Support contacts home to discuss strategies 7. In all incidents it is the supporting adult that must complete Arbor behaviour log.	1. Teacher/TA investigate incident 2. Radio system to be used if backup required 3. Child sent to DHT or HT 4. Possible consequence could be child to work away from the classroom 5. Parents/carers contacted 6. Possibility of fixed term suspension or internal exclusion 7. Possibility of permanent exclusion in line with statutory guidance 8. In all incidents it is the supporting adult that must complete Arbor behaviour log.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour

- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Our approach to managing and promoting good behaviour is founded on the principles of prevention. We believe that if we use the right strategies in the right situations, then we will maintain a standard of excellence.

The strategies we use are the following:

- Use of scripts
- Zones of Regulation - whole school consistent use of language and visuals
- Public rewards for expected behaviour
- Explicit teaching of expected behaviours
- Explicit teaching of vocabulary associated with emotions
- Specialist Provision
- Nurture sessions for children who have experienced conflict
- Teaching of conflict resolution skills through our curriculum delivery
- Risk Assessments
- Pupil Profiles
- Inclusion Support Plans (ISPs)
- Individual Behaviour Plans

Response Scripts

These scripts are suggestions. The 'theme' or approach is one of curiosity about a child's behaviour and understanding it as communication of an unmet need in the first instance and of giving a child an opportunity to make the right choice / behaviour appropriately with support, rather than a deliberate act of defiance. The scripts adhere to the principle by using positive comments and rewards publicly, whilst giving time to reflect on unexpected behaviour incidents in private and with dignity.

Script 1: To be used when an unexpected behaviour first occurs.

- I've noticed that... (you're looking very sad / you do not want to come to your table / you are standing very close to me / you are telling me that you are feeling poorly etc.)

- I wonder if... (you are feeling anxious about being back in school / worried about your Mum / feeling sad that you can't play with our usual toys / finding our new rules frustrating etc.)
- I imagine that... (you have lots of energy to get rid of / your tummy might feel tight / you would really like to play with xxx / thoughts or pictures keep popping into your mind about the time when xxx / you would love a big hug with your Dad right now etc.)
- I wonder how we can help you to do x and to feel (safe) here? Suggest a tool e.g. Take 5 breathing / reading your book / sitting quietly / go for a walk outside in your bubble space / do some sensory circuit activities / tell me what's wrong etc.)

Script 2: To be used when an unexpected behaviour continues:

- (Discreet 1:1 conversation) (Name) I have asked you to xxx and tried to help. Your behaviour is not following my instructions or the rules. This is your warning. If you do not xxx, you will need to (sit in our Quiet Space / Thinking Space / finish your work with me at xxx instead of playtime etc.)

Script 3: To be used when the unexpected behaviour persists, and support is needed.

- (Name) I have given you a warning and time to follow my instruction. You are still not xxx. I am calling for Mr / Mrsxxx.

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 (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. Wherever possible a Team Teach Trained member of staff should be called to assist first.

Confiscation and searching

Searching 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 on MyConcern.

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 pastoral lead 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.

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/ drawer
- Pencil case
- 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

No member of school staff will ever 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.

Calling the police is a final and last resort and before doing so, 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.

Bloxham CE Primary will only contact the police to carry out a strip search there is an immediate risk of life to either the child or others.

Parents will be contacted immediately following communication with police and will be required to attend.

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.

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 (the Headteacher is not permitted to be 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.

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.

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).

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 for more information [\[link\]](#)

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

8. Serious sanctions

Detention

Pupils can be issued with detentions during break, during term time.

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

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

Removal from classrooms (Internal Exclusion)

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by members of the nurture team and will be removed as determined by their internal exclusion

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

Where pupils are frequently removed from class the school will ensure a behaviour support plan is in place making for example

- Use of teaching assistants
- A programme of nurture support
- Opportunities to avoid triggers
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

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

Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

9. Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

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

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, for example

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

Adapting sanctions for pupils with SEND

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

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

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

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

Strategies to meet needs of children with Social, Emotional and Mental Health difficulties:		
Universal Support – High quality teaching <ul style="list-style-type: none"> • Consistent behaviour support strategies in all environments e.g. Zones of Regulation • Use non-verbal cues to deal with minor behaviour issues e.g. raised eyebrows, being silent, making eye-contact, using gestures such as thumbs up. • Consistent reference to school values – develop resilience e.g. Growth mindset, learn from 'mistakes', adopt a fresh start, 'can-do' approach • Whole class 'Zones of Regulation' display and behaviour expectations • Model good behaviour for learning, positive peer role models • Teach anger-management and anxiety-management strategies e.g. count to 10, deep breathing, use a stress ball, sit on hands • Catch the pupil doing the right thing, use positive praise, focus on the pupil's talents, strengths and interests • Use visual timetables and pictorial instructions • Prepare pupils in advance for any change in routines and give warning of transitions • Seat pupil at the front of the classroom away from 	Targeted 'SEN Support' <ul style="list-style-type: none"> • Individual Behaviour Plan (personalised) • Personalised 'emotional regulation' visual supports e.g. visual resource to ask for specific help e.g. "That was too fast / Too many words / I'm confused" • Support transitions between activities through individual visual timetable or 'Now and Next' board • Place sand-timer close to child to support your whole class warning that an activity will be ending. • Individual work station / desk or ear defenders • Behaviour recovery time • Application of individual Zones strategies in general lessons to promote generalisation • Use small group role play, hot seating and drama activities for pre-teaching expectations in new situations • Use 'Task Manager' boards to visually show steps in a task • Access to 'fidget' toys or wobble cushion • Therapeutic stories Targeted Interventions: <ul style="list-style-type: none"> • Small group intervention to develop communication and social interaction skills • Spirals • Lego Therapy group • Zones group • Implementation of external agency recommendations e.g. 	Specialist 'SEN Support' / EHCP <ul style="list-style-type: none"> • Individual Behaviour Plan (personalised) including Positive Handling Plan and Risk Assessment • One Page Profile available to all staff with key strategies for support and interaction • Personalised timetable in one, some or all subjects (i.e. where child requires frequent brain breaks / movement breaks) • 1:1 support uses sand-timer / count-downs to prepare child individually for transition. • Individual quiet / recovery space e.g. tent / dark den • Tasks interspersed with frequent 'brain breaks' • May completed some learning in a less stimulating and distracting space e.g. break-out space with agreement from SLT Specialist Interventions: <ul style="list-style-type: none"> • 1:1 nurture intervention (as per intervention timetable) • 1:1 Play therapy • Specialist 'Social and Emotional skills' group intervention • Music Mentoring • Timetabled 1:1 support by Teaching Assistant • Temporary Reduced timetable with agreement from parent / carer 'Specialist' Partnerships / Local Offer: <ul style="list-style-type: none"> • Educational

<p>distractions or busy areas e.g. doorways/windows</p> <ul style="list-style-type: none"> • Defuse confrontation with humour, change the subject, provide a genuine reason for a movement break by asking the pupil to deliver a message, give them a classroom responsibility • Incorporate turn-taking and cooperative learning activities into lessons • Use role play, hot seating and drama activities • Give one instruction and one task at a time, don't overwhelm the pupil • Provide time-out in a quiet, calm, distraction-free area of the classroom • Incorporate social stories into lessons where appropriate to help them understand feelings and to develop empathy 	<p>CAMHS</p> <p>'Targeted' Partnerships / Local Offer:</p> <ul style="list-style-type: none"> • Class teacher & Inclusion Team parent partnership • Pupil Profile (reviewed with parents once per term) • Request Additional Funding from OCC where support requirements beyond notional 15 hours • Involvement of external agencies e.g. CAMHS, School Nurse • Signpost parents to support groups in Local Offer 	<p>Psychologist assessment</p> <ul style="list-style-type: none"> • EHCNA request • Direct work with SENSS Outreach worker • Direct work with CAMHS 'Getting Help' or 'Getting more help' worker • Involvement of OXSIT • Temporary placement in appropriate 'Alternative Provision'
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The strategies are colour-coded to show the graduated approach taken with each strategy, demonstrating how a strong universal offer must be in place as the foundation for, and prior to, targeted or specialist SEN support. In other words, if a pupil is not making expected progress despite the consistent implementation of the dark green strategy within the 'universal offer', the next step might be to introduce the dark green strategy in the 'targeted' SEN support column. If following one or more Assess, Plan, Do, Review cycles the child is still not making progress, the dark green 'specialist' strategy may be introduced.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

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

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

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Restorative sessions for children who have experienced conflict (Mend It Meetings)

Restorative sessions will take place alongside an appropriate consequence, this process does not replace a consequence. The adult is the facilitator within the session using the following questions to structure the conversation, supporting a small group where appropriate.

- What happened? – Allow the child to tell the whole story from their point of view.
- What were you thinking when...? – Go back to different points of the story and ask what they were thinking.
- How were you feeling when...? After asking what the child was thinking, ask them how it made them feel. Remember that our thoughts influence how we feel, and the way we feel will affect our actions and choices.
- Who has been affected? How? – Encourage the child to think of the wider 'ripple effect' e.g. my teacher's children might be affected because now she'll be late home.
- What do you need to move forward? – Encourage the child to refer to the needs of others along with their own needs and how those needs could be met.

11. 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.

12. Training

Staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint – designated staff are Team Teach trained

- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- 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)
- By time of day/week/term
- By protected characteristic

The school will use these results 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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board inline with requirements. or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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

Appendix 1: written statement of behaviour principles

Bloxham CE Primary's values and vision underpin our behaviour principles

- All pupils, staff and visitors are free from any form of discrimination
- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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 board annually.

Appendix 2: staff training log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

Appendix 4: letters to parents/carers about pupil behaviour – templates

First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with Kim Drysdale our pastoral lead, to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Internal Exclusion letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given an internal exclusion on [insert date] at [insert time].

The reason(s) for this detention are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this incident, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Internal Exclusion letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____