



POSITIVE BEHAVIOUR POLICY

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Chair of LGB: Richard Morrell

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This policy will be reviewed annually on or before: September 2024

'In these stone horizons sing'
(Gwyneth Lewis, Welsh poet)

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1. Introduction

At Maybury Primary School we aim to promote good behaviour at all times and to foster individual responsibility and mutual respect between all members of the school community. This document is a statement of the aims, principles, strategies and procedures for promoting positive behaviour at Maybury Primary School.

This policy outlines the high behavioural standards that Maybury Primary School expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's Exclusions and Suspensions Policy, Anti-Bullying Policy, SEND and Child Protection and Safeguarding Policy, all of which can be found on the School's website. It will be reviewed annually by the Board of Trustees and the School Governing Body.

Core Beliefs and Principals

Maybury Primary School is an inclusive school that meets the needs of a range of children including those with a range of Special Educational Needs as well as those with a complex family background. We work together as a team to develop our children as successful learners, confident individuals, effective contributors and responsible citizens by providing a safe, friendly and inclusive environment for motivating and challenging learning experiences. We strive to nurture and develop a strong sense of community in which each individual is valued and respected, and in turn takes responsibility for their actions. We fully recognise that parents and carers are our partners in the education process and we endeavour to involve them in the life of our school community.

Some children need help to manage, understand and articulate their emotions. Children who find it difficult to conform to behaviour expectations in school still need to be treated with respect and made to feel valued. We believe that positive relationships between staff and children underpin good, positive and caring behaviour. It is essential that staff are consistent when enforcing the school rules with high expectations and challenge unacceptable behaviour in a solution focused response

We believe that appropriate behaviour is a learned activity and that good planning is essential for good behaviour. At Maybury, all staff explicitly teach behaviour expectations to our children (See Appendix 4). Teachers plan for behaviour and when they are planning work, they also plan how they will allocate TA time across the children and the classroom. At Maybury, children see adults working together as a team. All adults at Maybury have a responsibility to model this behaviour themselves and to talk up good behaviour and good attitudes.

At Maybury we have based our policy on an overwhelming positive, restorative approach towards managing behaviour.

2. Aims and Objectives

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- deliver a broad, balanced and stimulating curriculum to develop responsible citizens with respect for self and others, an appreciation of different cultures, a healthy lifestyle, taking pride in our school community and the environment,
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- provide a school code so that the whole school community know what behaviour is acceptable and what is unacceptable
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3. Application of Policy

This policy applies to all members of the Maybury Primary School community. The School uses CPOMs to record incidents of unacceptable behaviour. The DSL and SLT have oversight of this and are able to track and ensure follow up strategies and/or actions are put in place and monitored. Parents/carers are contacted either face to face at the start or beginning of the day, by phone or through the school Dojo system.

The school will apply sanctions within this policy for behaviour that takes place outside of school's premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

- whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

- the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

4. Roles and Responsibilities

Behaviour is the responsibility of everyone. All school staff, teaching and non-teaching share a collegiate responsibility for implementing this policy. Any member of staff who observes inappropriate behaviour should deal with it or, if appropriate, quickly refer it on to a senior member of staff so that it can be dealt with promptly. **All staff** have responsibility to ensure that children move calmly about the school at all times and behave well at lunchtime and playtime.

Parents and carers are key partners in reinforcing and supporting good behaviour in our school. They have a responsibility to respond and work in partnership with the school to address any difficulties that may arise.

Children have a responsibility to learn to follow our code of conduct and school rules, and accept there will be a consequence for breaking a school rule.

Our SLT, including the Designated Safeguarding Lead and SENDCo offer a range of support and advice to promote positive behaviour throughout the school.

The Head Teacher has overall responsibility for ensuring positive behaviour

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

4.1 Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

4.2 The Chief Executive Officer

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Head Teacher

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5. Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by explicitly teaching routines and expectations (See Appendix 4), through assemblies, PSHE and through modelling of expectations;
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;

- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment such as Early Help or an Education Health and Care Plan is required
 - designing an Pastoral Support Plan with set targets and support strategies embedded within
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents/Carers

Parents and carers play an important role in ensuring good behaviour from their children. Parents and carers are expected to:

- support the school in the application and enforcement of this policy;

- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents'/Carers Evenings and discussions about their child's progress, if reasonably possible; and
- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

Pupils are expected to have a positive attitude and maintain high expectations for themselves. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

Rights: All children have the right to learn, to be safe and be happy.

Rules: Rules or codes of behaviour are essential for maintaining the rights.

Responsibility: For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions.



Maybury Primary School Code of Conduct

In order to help fulfil our aims and values, all members of our community will:

- Attend school and arrive punctually
- Move around school in a quiet and orderly way
- Be polite and treat everyone with respect
- Do as they are asked to do the first time
- Look after our school – the building, our playground and our equipment
- Be smart and wear school uniform
- Be considerate and helpful
- Show a responsible attitude towards work
- Behave in a manner that reflects positively on the reputation of the school in the community, on school outings, visits etc

5. Rewards

Children respond to praise and encouragement. Rewards are more powerful than sanctions and are tools that should be used by all members of staff to build a positive environment, where children learn that hard work and good behaviour bring positive attention and reward.

A weekly assembly is held to celebrate good attendance and behaviour.

Rewards to support this understanding of green behaviour should be given by all members of staff at every appropriate opportunity using the following menu of rewards:

Intrinsic Rewards:

Praise should be intrinsic and used appropriately to actively promote positive behaviour. These include: smiles, gestures and the use of 'thank you and 'well done'. Praise should be given in response to effort as well as achievement. Many children do not really know what 'good' behaviour means. This needs to be made explicit so that the child receiving it clearly understands what it is for:

"Thank you for listening so well."

"Well done for setting your work out so neatly."

"I'm really impressed by the way you have lined up."

Stickers/Praise Pads:

Appropriate stickers and/or praise pads will be available for all staff to use. Children should know and understand the reason they have been awarded stickers or notes and be encouraged to send them home to share with their parents and carers.

Additional playtime/ reward time:

This may be earned by the class. This should be purposeful and should be used sparingly. For example, when working towards a specific class short term goal decided by the class teacher.

Classroom Prizes:

Prizes can be awarded by the class teacher – these should be simple, small and age appropriate. They may for example, include **table points, raffle tickets, mystery pupil, star of the day**

Positive Confirmation to Parents and Carers:

Parents are able to access the Class Dojo and see what their children have earned positive dojos for. Positive messages are sent to the parents on the Dojo system.

Staff Positive phone calls home can also be used to inform parents and carers about a child's great behaviour. Staff will also share children's positive behaviour with parents/carers at pick up and drop off times.

Dojos:

Children will receive positive Dojos. These are recorded by the class teacher. In the weekly praise assembly, the class with the highest percentage of positive Dojos will be presented with a trophy and receive 5 minutes extra playtime. Parents are able to log in to the Dojo system and see the score for their child each week.

Specific Reward Programmes for Individual Children

Sometimes it will be necessary to set up an individual reward system for a child. This may be used to support a child who needs help to modify a particular behaviour.

6. Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

Low Level	Medium Level	High Level
May include:	May include:	May include:
Pushing in Teasing Interrupting teacher Attention seeking Clowning around Spoiling the games of others Telling tales Avoiding work Wasting time Being noisy Running Arguing Refusal to complete work	Repetition of Level 1 behaviour Answering back/arguing/being cheeky to staff Lying Biting (age appropriate) Graffiti Pushing about with hands and feet Hitting back Refusal to complete work Complete refusal to follow instructions Damaging resources	Bullying Vicious kicking Fighting/thuggery Endangering others and themselves Throwing of furniture Swearing at staff/peers Racial or homophobic abuse Stealing Physical abuse of staff/pupils Verbal abuse of staff/pupils Other unacceptable behaviour outlined in Section 6.6
<u>Sanction</u>	<u>Sanction</u>	<u>Sanction</u>
The look/Gestures A quiet word Verbal warning 'try that again' Change of place in the classroom Low level detention (short period in school time – miss first 5 minutes of break or lunchtime?)	Longer period detention over break or lunchtime Withdrawal of privileges (after school club etc) Daily monitoring (teacher) Daily monitoring (SLT) Exit from class (must be planned!) Contact with parents	Sent to Headteacher Pupil removed from classroom (planned) Incident logged Meeting with parents Behaviour contract set up Fixed term suspension Permanent exclusion

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's Child Protection and Safeguarding Policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on school property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;

6.7 Severe Clause

Removal from Classroom

On very rare occasions there will be actions that warrant immediate removal from the classroom. If such a situation occurs, a member of the Senior Leadership Team should be informed immediately. Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. The Headteacher, Deputy Headteacher or Assistant Headteacher will lead this session and will put a suitable plan in place, in consultation with the class teacher and other adults involved in the education of the child, for reintegration back into the classroom. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed.

Parents/carers should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

The actions that could lead to immediate removal are:

- Fighting
- Persistent verbal abuse of pupil or adult
- Throwing furniture
- Attacking an adult or child
- Racist or homophobic comments (these MUST be reported to the Designated Safeguarding Lead and Headteacher via CPOMs)

Children should never be left unsupervised, nor should they be sent to stand outside any room.

6.7 Permanent Exclusion

Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7. Pupils with Special Educational Needs and/or Disabilities

In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress

The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support.

The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers.

A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability.

The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Support for Children with SEND

A Pastoral Support Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's Special Educational Needs Policy and SEN Information Report for more information.

The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- carefully planned timetables, taking into account any SEND needs (identified through IEP or EHCP), including sensory breaks and planned time in the Hub
- short, planned movement breaks for a pupil whose SEND means that they find 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.

Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

Early Identification and Intervention

We endeavour to identify at the earliest opportunity children who display emotional and behavioural difficulties or developmental delay, and operate a variety of interventions to support identified children. These include support from AdvoTalk, Wishes and Feelings work, Lego Therapy and Dog Therapy.

8. Investigating Incidents

- 8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.
- 8.2 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.
- 8.3 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9. Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes and bags is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.
- 9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.
- 9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with

particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' is defined as any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves.

9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school,

staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable. Records should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these

10. Use of reasonable force

10.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

10.4 All incidents where pupils need to be held to help them to calm down will be recorded, any Pastoral Support Plans reviewed and parents will be informed as a matter of course.

11. Bullying

11.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The school has an Anti-Bullying Policy which should be read in conjunction with this policy. 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. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

11.2 The School wants to make sure that all pupils feel safe and are accepted into the Maybury community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

11.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may

ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12. Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13. Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Appendix 1

Heirachy of Intervention

Step One: Behaviour over the course of one day:

Children will be encouraged to turn around their behaviour as soon as possible. However, if behaviour persists, the class teacher should inform the child's parents in person, by phone, by Dojo or by letter.

The emphasis will be on the home and school working together. Parents should be encouraged to discuss with their child how their poor behaviour can affect others and the consequences that may result if they continue or repeat behaviours.

Contact/conversations should be recorded on CPoms.

Step Two

Responding to persistent low level and continued offensive and disruptive behaviours

The SLT should be made aware of emerging pattern of behaviours.

Meeting with parents: class teacher to initiate in liaison with a member of the SLT. Discuss what has been happening and consider ways to both challenge and support the child in changing their behaviour. A Behaviour Improvement Plan will be completed and a copy given to parent/carers. Set 2-3 targets to support the child in this change.

Meeting should be recorded, including details of any specific agreed supportive intervention on CPOMs. Follow up meeting to be arranged.

Step Three

Where no change in behaviour occurs or inappropriate behaviour escalates

The child will be referred to the Headteacher, Deputy Headteacher or Assistant Headteacher. The child will be placed onto report which will be monitored daily by the Headteacher or the Deputy/Assistant Headteacher. Playtime and lunchtime privileges will be removed. The child will have the opportunity to earn these back in part and then fully, from the second day of being on report, through positive comments recorded on the report card.

Parents/Carers will be contacted and meeting arranged ASAP. Behaviour and support strategies to change the behaviour of the child – including the role of the parents/carers – will be discussed and recorded. In discussion with parents/carers and the class teacher other sanctions may be imposed which could lead to the child losing other privileges, such as attendance of after school clubs, monitoring duties for the duration of their time on report.

The report will run for one week. The Headteacher or Deputy/ Headteacher will then review this with the child and class teacher; a decision will be made as to whether the child can come off report or whether they need to remain on report for another week. Parents/carers will be informed of the decision.

During Step Three - in discussion with parents, class teacher and SENCo - consideration will be taken as to whether the child should be placed on the school's SEN register. When entered on the SEN register an Individual Behaviour Plan (IBP) will be written and support and from outside agencies sought. Referral to the Whitehouse PRU for support may be included in this process.

Step Four

Pastoral Support Plan is put in place

A Pastoral Support Plan will be put in place and implemented to support a pupil:

- Whose behaviour is rapidly deteriorating
- Who has had two or more fixed term exclusions within the school year
- Who is at risk of failure at school through disaffection
- Who requires a range of support from a number of services
- Who is at risk of permanent exclusion

A named member of staff (either the Headteacher, Deputy Head or Assistant Head) will monitor the targets/strategies. These will be reviewed in regular meetings with the parents and child which will be held on a timescale to be decided in the meetings. However, the review meetings will be held at least fortnightly.

In discussion with parents and the class teacher other sanctions may be imposed which could lead to the child losing other privileges, such as attendance of after school clubs, monitoring duties until improvement in behaviour is seen through the PSP strategy.

Referral to the Whitehouse PRU for support may be included in this process- this may involve outreach support or children attending the unit for a fixed period of time. Referral to other external agencies may also be considered. The decision to call a multi-agency meeting may be taken at this point.

Appendix 2

Playtime/Lunchtime Procedures

Break time play and lunchtime play is staffed by the TA or the teacher of the class. Children are sent into the cloakroom in small groups and are supervised by an adult from the classroom before they make their way out onto the playground. The same happens at the end of the breaktime – the children are supervised in small groups in the before entering back into the classroom for their next lesson.

Rules are agreed with the pupil council on an annual basis (some link to our code of conduct). They are displayed around the school and also on the classroom windows facing out towards the playground.

Playground Rules:

- We follow instructions the first time they are given
- We treat others kindly and fairly
- We play safely in the playground – no fighting, pushing, play fighting
- We look after the playground and the equipment

Playground Rewards

Intrinsic Rewards:

Praise should be intrinsic and used appropriately to actively promote positive behaviour. These include: smiles, gestures and the use of 'thank you and 'well done'. Praise should be given in response to effort as well as achievement. Many children do not really know what 'good' behaviour means. This needs to be made explicit so that the child receiving it clearly understands what it is for:
"Thank you for including others in your game so well."
"Well done for putting the equipment back where it belongs."
"I'm really impressed by the way you have lined up."

Playground Stickers:

Handed out daily to praise good behaviour, manners, helpfulness etc

Dojos:

Children will be awarded dojos

Playground Sanctions:

Low Level (Handled by Playground staff)	Medium Level	High Level
Name calling Minor incident e.g. pushing Areas of playground not being used appropriately Dropping litter Minor arguments Disregarding instructions from playground staff Disrupting games Picking on other children	Repetition of Level 1 behaviour Answering back/arguing/being cheeky to staff Lying Biting Graffiti Pushing about with hands and feet Hitting back Complete refusal to follow instructions Damaging equipment	Bullying Vicious kicking Fighting/thuggery Endangering others and themselves Damaging equipment Swearing at staff/peers Racial or homophobic abuse Stealing Physical abuse of staff/pupils Verbal abuse of staff/pupils
<u>Sanction</u> The look Gestures Reminder of playground rules A quiet word Verbal warning 'try that again' 2 minutes time out 5 minutes time out	<u>Sanction</u> Verbal Warning 10 minutes time out Class teacher to be informed at end of break Member of SLT to be informed at end of break Daily monitoring (teacher) Daily monitoring (SLT) Contact with parents	<u>Sanction</u> Incident recorded Sent to Headteacher/Deputy/Assistant Head Pupil removed from playground Incident logged Lunchtime seclusion Meeting with parents/carers Behaviour contract set up Suspension or exclusion if no improvement

Children must not be left unsupervised on the playground at playtime or lunchtime under any circumstances.

Supporting Children to promote good lunchtime behaviour

We have in place strategies to support the inclusion of children who present challenging behaviour over the lunchtime period. These include:

- Early identification of children that present challenging behaviour over the lunchtime period
- Teaching assistants working on the playground at lunchtime to support children's play, promote positive behaviour and reward good behaviour and good manners at every opportunity
- Monitoring of identified children by SLT, teachers and TAs
- Children who are at risk of poor behaviour may be required to play under the direct supervision of an adult
- Children who are at risk of poor lunchtime behaviour may undertake one to one or small group working with an identified adult over the whole or part of the lunch time break
- Under the supervision of the SLT, children at risk of inappropriate lunchtime behaviour may be placed in seclusion over the lunchtime period.

Appendix 3: Staff Strategies for dealing with difficult behaviour

- appropriate use of voice in terms of pace, volume and tone
- adjustment of body position to ensure minimum threat to the young person and maximum safety for staff (generally a sideways stance)
- facial expression eye contact is positive and calming
- appropriate use of humour
- making clear the expectations of all concerned in the incident and the likely consequences if behaviour deteriorates further
- seeking help from other staff to diffuse the situation – time out to cool down
- seeking other staff to witness and assist in the recording of the incident wherever possible

Giving Instructions and Responding

Expect compliance:

Use “Thanks” not “Please” – expectation rather than request Or “Please” at the end of the sentence followed by “Thank you”. Use “You need to...” ie, it’s your problem not mine.

Use choices as long as both outcomes are satisfactory to you:

“Either give those cards to me so I can look after them or put them in your draw until breaktime.”

“Sit over here or next to John.”

Get compliance without ill feeling:

“Yes you may when...” “Yes I will when...” “Ask me again when you have worked hard for...minutes”

When-then directing

This avoids the negative by expressing the situation positively. It is better to say,

“When you have finished your work, then you can go out” than “No, you cannot go out because you have not finished your work”

Take up time

This allows pupils not to lose face. Watching and waiting is issuing a challenge. We need to be clear and confident about expressing expectations

“Open your book and start working now Sarah. I’m going to see Peter who needs some help but I’ll come back in a minute if you need any.”

Partial Agreement

This deflects confrontation by acknowledging concerns, feelings and actions:

“Yes, you may have been talking about your work but I would like you to...”

“Yes, it may not seem fair but...”

Privately understood signals

These can be used to draw the class together. For example, clapping your hands twice; or standing in a specific place in the classroom.

Tactical ignoring

Ignore the ‘target’ pupil but praise the nearby pupil. If the target pupil changes their behaviour, then use praise.

Redirect Behaviour

Remind pupils what they should be doing and avoid getting involved in a discussion about what the pupils are doing wrong.

“Ok Ben and Sharon. We’re looking at the map of Britain on page 4.”

Do not argue!



Maybury Primary School

Explicit Teaching of Our Routines and Expectations

At Maybury Primary School we help to develop children's character through the explicit teaching of our behaviour expectations. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support our children to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as children practise these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

Teaching Expectations of Our Routines

Our expectations for behaviour are taught explicitly during the first week in Autumn term alongside the traditional National Curriculum subjects. Children should learn the behaviour expectations of school routines so that they can recall the information and act upon it. At the start of each term, these are revisited with children and will continue to be reinforced throughout the year. Staff will also demonstrate these behaviours and ensure pupils have time to practise these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all children will know this content.

Adaptations

While these expectations for behaviours are for all children it will be applied differently in different year groups depending on children's ages and may be applied differently, with adaptations made, depending on individual pupils' SEND needs. Sensitivity must be applied at all times when teaching these routines.

Our Routines

Gaining the Attention of the Class

Our staff use a signaller to gain the attention of the class. This is done by shaking the tambourine.

When children hear this, they should respond by being silent and responding by:

- Sitting or standing up straight
- Looking ahead
- Listening carefully to the next instruction

Walking Round the School

We walk around school using Wonderful Walking.

Know that Wonderful Walking means –

- Facing forward
- Walking in a straight line
- Walking on the left if in the corridor
- Hands by side
- Without talking
- Stopping at appropriate points to ensure the whole class stay together in the line
- Without leaning on walls whilst waiting

Know that we use Wonderful Walking to keep everyone safe in school and to make sure the learning of other children is not disrupted as people move around the school.

Great Listening

We use Great Listening in class. We do this by:

- Sitting or standing up straight
- Looking ahead
- Ensuring our hands are free of pens and other objects
- Giving attention at all times
- Showing respect towards others

Know that:

- We all do Great Listening to ensure everybody is able to learn without distractions
- Pupils who do not follow school rules will have a consequence for this.

Great Contributing

We expect all children to contribute in class. Great Contributing means:

- Listening to the class teacher or whoever is speaking
- Considering my responses before sharing
- Waiting until my teacher invites me to contribute during whole class discussions
- Sharing answers/contributions in a clear voice using full sentences (using sentence stems where appropriate)
- Building on what others have said (using our ABC techniques)

Transitioning within a lesson and at the end of a lesson

Know that:

- When the teacher signals (1) I should stop what I am doing.
- When the teacher signals (2) I should tuck my chair in if seated and stand up if sat down.
- When the teacher signals (3) I should move to my table/line up
- When I am lining up, I should be quiet

Using Good Manners

Know that:

- I should always say 'please' when I am asking for something
- I should always say 'thank you' when I receive something or someone does something nice for me
- I should say 'Good morning/afternoon' to adults if spoken to
- I should say 'Pardon?' rather than 'What?'
- It is important to show gratitude to others by thanking people for what they have done for me
- A calm and polite tone is respectful at all times

Assembly

Know that:

- I line up silently in my classroom in my line order when my teacher tells me to
- I walk to the hall for assembly using Wonderful Walking
- I enter the hall silently and sit down when my teacher signals for me to do so
- Assembly is a time for quiet reflection and I sit silently listening to the music before the assembly begins
- I sit silently through the assembly using Great Listening
- I contribute using Great Contributing if I am asked
- At the end of assembly, I sit silently, listening to the music and thinking about preparing myself to start my learning for the day
- I stand up silently when I am asked to
- I return to my classroom using Wonderful Walking in the corridor

Playtime Behaviour

Know that:

- I must walk from my classroom out to the playground
- I do not crowd into the cloakroom but wait for a space to go to my peg
- I must play safely without hurting anyone
- I do not 'play fight' or put my hands around someone because I may hurt someone by accident
- I must be kind, by including people in my games and sharing equipment
- If I am not happy with what is happening, I will say "Stop. Please don't do that as I don't like it"
- Someone who is kind behaves in a gentle, caring, and helpful way towards other people
- I will only be inside the building if I am going to the toilet or I have permission to be there
- On the first shake of the tambourine, I must stop my activity; on the second shake, I must return any equipment and line up straight away
- I must walk back into my classroom using Wonderful Walking.

Eating in the Restaurant

Know that:

- I use Wonderful Walking when walking to the restaurant
- I go into the restaurant and sit down at the table allocated by my teacher
- When told, my table will go up to the servery, I will collect my food and then sit down straight away
- I should use a normal talking volume when in the restaurant and will talk with the others on my table- I should not be raising my voice or shouting across to other tables
- I should use a knife and fork correctly
- I use good manners by saying 'please' and 'thank you' when someone serves me my food or a drink
- I should not leave my seat once I have sat down
- Once I have finished, I put my knife and fork together on the plate
- I need to sit silently and listen to my teacher so that I know when to leave the restaurant
- I need to leave the restaurant silently when my table is told to line up
- I need to line up silently in the area (The Hub) outside of the restaurant
- I use Wonderful Walking when walking back to the classroom.

Completing Work in Books

Know that:

- I should always work on the next available page unless told otherwise
- I should date every piece of work (year group/ability specific)
- I should leave a line before writing the title or starting the piece of work
- If I am writing a title, I must underline it with a pencil and a ruler
- I should always write neatly and clearly, with joined up handwriting (year group/ability specific)
- I should always start writing from the margin
- In maths I should use one digit per box
- In maths I should always leave a one square space between calculations
- Whenever I am drawing lines, I should use a pencil and a ruler
- To correct mistakes I should:
 - put a small cross next to the work that I wish to change (Year 3)
 - draw a neat line with a pencil and ruler through the work I wish to change (Year 4 – Year 6)

End of the Day Routine

Know that:

- when my teacher signals (1) I should collect my things for home and return to the classroom immediately and either sit on the carpet or at my table (dependent on age/year group)
- When the teacher signals (2) to my table/my group/me individually, I should stand up and tuck my chair in or stand up if on the carpet
- When the teacher signals (3) to my table/my group/me individually, I should leave the classroom calmly and quietly
- I should wait quietly whilst my class is dismissed

General Classroom Expectations

Know that:

- I should not be leaving my seat during a lesson unless I have asked to do so or I have permission to do so
- I should be using the toilet at break and lunchtime so as not to interrupt learning time
- I should not have any objects on the table that distract me from my learning
- It is my responsibility to keep my basket/cubby clear from clutter
- I have a responsibility to ensure that the classroom is kept tidy
- I should not talk when the teacher is delivering a lesson or another pupil has been asked to talk as this will stop myself and others from learning