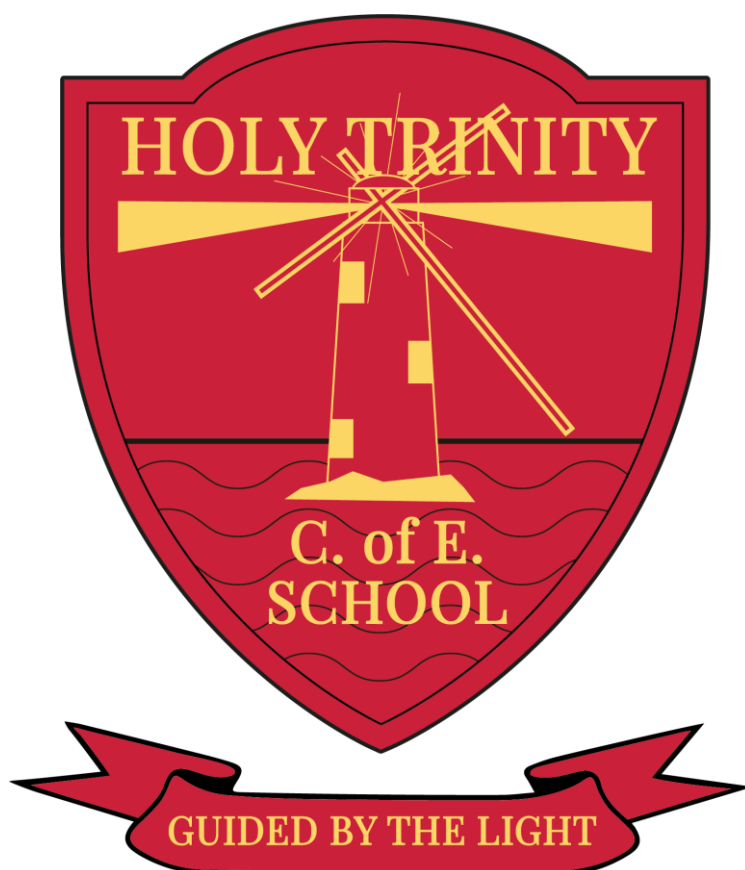


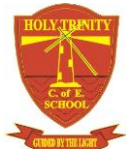
HOLY TRINITY CE PRIMARY SCHOOL

Behaviour and Anti-Bullying Policy



Approved by:	The Governing Body	Date: November 2022
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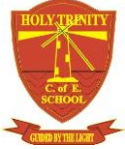
Introduction

Guided by the light of Christ in all we do, we enable all to flourish and live life in all its fullness. We celebrate our diversity, finding strength in our differences, empowering and encouraging all to have a voice. We shine as beacons of light and hope in our community.

The above words – our school’s vision statement – are especially relevant in our school’s Behaviour Policy as we believe that many instances of inappropriate behaviour can be prevented by everyone’s individual determination to be a ‘beacon of light and hope’. All pupils and adults have the right to work and develop in an atmosphere of mutual respect, where positive relationships are valued within the school and the wider community. This policy will be applicable in school, on trips, and also where children are representing the school by wearing the Holy Trinity CE Primary School uniform, to and from school, or at school or Aletheia Trust events.

As a Christian school we teach children to know that everyone is loved by God. We will live our shared Christian Values so that every person knows they are listened to and cared for. Children will be encouraged to reflect on their own beliefs and to understand what other people believe and what difference this makes to how they live, embracing our diverse world. Our community will be enriched by worship of God, study of the Bible and our prayerful interest in the life and words of His Son, Jesus.

‘Your word is a lamp to my feet and a light to my path’



1. Aims

We aim to:

- Expect a happy and caring atmosphere around school that provides an unwaveringly calm, safe, and stimulating environment for learning
- To have a positive, constructive approach to behaviour that fosters a supportive framework for children's learning journeys
- Develop an accurate knowledge of what is right and wrong which are guided by our Christian values of Love, Honesty, and Respect.
- Establish class, hall and playground-based routines which ensure everyone is ready to learn when transitioning from one area of the school to another.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied fairly and legally to all pupils
- Embed the accurate use of Restorative Approaches in all aspects of school life.
- Ensure all adults include Active Listening skills when addressing behaviours which have gone wrong
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.
- <https://swgfl.org.uk/helplines/harmful-sexual-behaviour-support-service/>
- <https://learning.nspcc.org.uk/child-abuse-and-neglect/harmful-sexual-behaviour>
- <https://www.brook.org.uk/training/wider-professional-training/sexual-behaviours-traffic-light-tool/>
- <https://www.icmec.org/wp-content/uploads/2019/07/Hackett-Continuum-of-Harmful-Behavior-Excerpted.pdf>
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Links with other policies:

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Exclusions policy

Child protection and safeguarding policy

SEND Policy

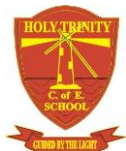
3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying including cyber bullying
- the negative use of social media platforms to identify by position or name, any adult (staff, parent, governor or other stakeholder) or pupil
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting including 'rough play', hitting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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 intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. This could be one instance and would be considered by the Holy Trinity CE Primary School community to be bullying.

Bullying is, therefore:

- Intended to hurt someone either physically or emotionally
- Sometimes repeated, often over a period of time
- Could be one instance of deliberately hurtful actions or words
- Difficult to defend against

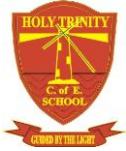
Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• 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 or gaming sites

Holy Trinity CE Primary School wants to make sure that all pupils feel safe at school and are accepted into our school community. Our ethos is one of inclusion and equality where everyone can flourish. Bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated. Serious sanctions will be applied where this occurs.

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 our anti-bullying policy is instilled in our curriculum and everything we do at school. We make it very clear to pupils what is expected of them in terms of respecting peers, members of the public, and staff. Any intentional breach of this will result in disciplinary action. If an allegation of bullying does arise, the school will:

- Take it seriously
- Act 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 senior leadership team
- Provide support and reassurance to the victim



- Make it clear to the bully 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 the school will make sure they understand what they have done and the impact of their actions.
- 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.
- In some instances of bullying, Restorative Justice approaches will be used.
- The Headteacher will consider whether a suspension (fixed term exclusion) or permanent exclusion is an appropriate sanction. This will be decided on a case by case basis.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of pupils
- Considering 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.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural 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

6.1 Kagan Approach

We have chosen **Kagan Cooperative Learning** (as with all the schools in the Aletheia Trust) as the overarching pedagogical approach at Holy Trinity. We believe the positive teaching style clearly establishes engagement for learning and minimises opportunity for classroom disruptions for most pupils. It is based on the creation, analysis and systematic application of structures, or content-free ways of organising social interaction in the classroom. Structures usually involve a series of steps, with prescribed behaviour at each step.

All Kagan structures are designed to maximise four attributes among students:

- Positive interdependence: 'Is a gain for one, a gain for all?'

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- Individual accountability: 'Is there required individual performance?'
- Equal Participation: 'How equal is the participation?'
- Simultaneous Interaction: 'What percent of students are overtly active at any one time?'

Around the school, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform: including correct PE uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.2: Sensory Circuits:

These 15 to 20-minute sessions can help pupils focus and feel alert in class. We use them with identified pupils in the morning, before pupils sit down to start work and sometimes after lunch, when pupils might be feeling tired or overexcited.

A sensory circuit is a form of sensory integration intervention. It involves a sequence of physical activities that are designed to alert, organise, and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses to achieve the 'just right' or optimum level of alertness required for effective learning. The circuit is an active, physical, and fun activity that children enjoy doing.

Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom. Many children can benefit from attending a sensory circuit, even for a short period of time. The activities can also be utilised at different times of the day as part of a sensory diet to help the child regulate. This may be a feature of an individual child's EHCP or PLP.

Sensory circuits are designed to start with alerting activities, move to an organising phase and then finally to a calming phase. Doing the activities in the recommended order is vital. The right order results in a well-regulated, happy child. The wrong order may well result in a dysregulated, upset, or irritable child and have the opposite effect.

The children spend up to 5 minutes in each section performing the different activities. We are aware it is important to consider each child's needs and tolerance levels are different. Some children may need more time in the alerting or calming sections to enable them to be more organised and prepared for the day's learning; the circuits we use at Holy Trinity are adapted to the needs of individual children.

6.3 PSHE / RSHE / CITIZENSHIP Education

We use resources from Jigsaw to deliver our PSHE curriculum. Jigsaw aims to help our pupils to understand how they are developing personally and socially, and tackles many of the moral, social, and cultural issues that are part of growing up. We are a happy, inclusive, and caring place where every child's voice is valued. Our PSHCE curriculum reflects our diverse community and ensures that our pupils will grow to be tolerant of and celebrate the differences between themselves and others. We expect high standards of behaviour and good manners throughout the school and aspire to be beacons of light in our school and wider community. Behaviour and attitude to learning is underpinned by values that are taught through our PSHCE lessons, making it integral to the success of the whole school.



6.4 Mobile phones

Only pupils in Year 5 or Year 6, who have their parent or guardian's written consent to walk home alone, have permission to bring their phone to school. All other pupils who are collected from school by a parent or guardian should not have access to a mobile phone until they are off the school site and under the care and responsibility of their parent.

Phones which are brought on to school site, should be placed in an INDIVIDUAL envelope, labelled with the child's name and class and handed in each morning to the school office for safe keeping. Phones **MUST** be switched off before the child comes onto the school site, i.e. at the top of the steps / gate entrance to the school premises.

Parents and carers wishing to contact their child must not ring the mobile phone during the school day and should they wish to leave a message for their child, must do so by phoning the school office.

The school takes no responsibility for the phone and is not liable for it in any way.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Regularly revisit the behaviour expectations and their classroom rules with their pupils
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement by applying the **GOOD TO BE GREEN** system (see 7.3 below).

7.2 Safeguarding

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

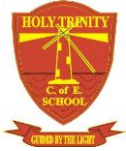
We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection 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 (available on our school website or by request for a hard copy at the school office).

7.3 Responding to good behaviour

We use the **GOOD TO BE GREEN** system in school. 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. Please see the table of examples below:

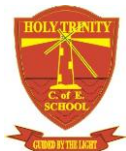


Gold	Consistently demonstrate Silver behaviour. Arrives at school on time every day and has attendance which is above 96% across the school year . Setting positive examples for others to follow <i>daily</i> . Demonstrates a positive attitude towards all members of staff and other pupils <i>at all times</i> .	Opportunity to eat lunch at 'Golden Table' with members of SLT &/Headteacher on Friday. Gold sticker awarded in Worship Celebration on Friday Verbal praise Positive behaviour entry on Arbor 4 House points at the end of the week.
Silver	Consistently demonstrating Bronze behaviour. Arrives at school every day on time. Trying hard over time to meet a particular challenge. Consistently following the school rules. Demonstrating a positive attitude towards all members of staff and other pupils.	Silver sticker awarded in class at the end of the week; Verbal Praise Positive behaviour entry to Arbor 3 House points at the end of the week.
Bronze	Consistently staying on green and independently making an extra effort to, for example, show care and consideration for others; face a particular challenge positively; take initiative to act responsibly; Be a good role model to others; show acts of kindness, helpfulness, and support.	Bronze sticker awarded in class at the end of the week; Verbal praise Positive behaviour entry on Arbor 2 House point at the end of the week.
Green	We are careful and considerate to others when playing/working/moving around the school building. We are good listeners and follow instructions from all adults We take good care of the school building, equipment and other people's property. We complete our homework on time. We work and try hard every day in school. Attendance is not below 96%.	Green sticker at the point of acknowledgement or at the end of the school day; Verbal praise <i>In class incentives</i> e.g. entry to weekly raffle prize. 1 House point at the end of the week.

7.4 Responding to misbehaviour



BLUE	<p>Disrupting the lesson by calling out, distracting other children, leaving seat when not appropriate to do so</p> <p>Talking when others are talking</p> <p>Inappropriate low-level disruptive behaviours, e.g. tapping, knocking, rocking.</p> <p>Not following instructions on first request.</p> <p>Not trying best or not working hard</p>	<p>Non-verbal signal / gesture</p> <p>Verbal warning</p> <p>Time out in class during break or lunch time, or next day – as appropriate.</p> <p><i>Potential</i> for removal of area of responsibility e.g. removed from being a prefect or school council.</p> <p>Class based staff will always work to spot the good behaviour and endeavour to move the child's name back to Green by the end of the school day.</p>
Yellow	<p>Repeatedly not following instructions despite reminders.</p> <p>Throwing things, playing inconsiderately of others on the playground</p> <p>Disrespectful e.g. interrupting, talking over, not waiting to take turn, answering back refusal to participate</p>	<p>Time out in class during break or lunch time or next day – as necessary. See 8.1 below.</p> <p>Negative entries recorded on MyConcern</p> <p>Parents / carers are informed</p> <p>Expectation for work to be completed at home, or at break or lunchtime</p> <p>Short term removal from class or hall for pupil to reconsider his/her actions, and re-set.</p> <p>Temporary removal of area of responsibility e.g. removed from being a prefect or school council.</p> <p>Personalised Behaviour Plan applied: this will be completed discreetly, and pupils and parents will have regular updates on the progress of agreed targets.</p>
Red	<p>Teasing, pestering, or causing others distress through unkind remarks.</p> <p>Swearing at another person – child or adult or swearing within earshot of others.</p> <p>Walking out of class without permission to do so</p> <p>Bullying</p> <p>Deliberate act of violence towards another.</p> <p>*This sanction will be issued for sustained and serious poor negative behaviours; online incidences, lack of cooperation towards adults in class or on the playground.</p>	<p>Time out over a period of days e.g. 20 mins each lunch time for X days.</p> <p>*Potential for temporary alternative learning arrangements e.g. time spent in another class to complete work and to provide time to regulate behaviour.</p> <p>Setting of written tasks such as an account of their behaviour in order to help the child reflect on their behaviour choices and for resolutions to be sought.</p> <p>School based community service.</p> <p>Permanent removal of privileges e.g. school council, prefect, buddy role.</p>



		<p>Removal of privilege to represent school in sporting events et al.</p> <p>Restorative Approaches will be explored and applied as appropriate.</p> <p>At most extreme, possibility of child being suspended from school with re-integration to school via a temporary reduced timetable.</p>
<p>Very serious Red behaviour</p>	<p>Where behaviour is violent and / or abusive in nature and poses a threat to the wellbeing and safety of others:</p> <p>Racism [all incidents to be recorded on racist incident form and submitted to Headteacher]</p> <p>Physical acts of violence towards another, e.g. kicking, punching, hitting, spitting,</p> <p>Threatening behaviour in person or online or via phone</p> <p>Endangering self/others</p> <p>Homophobic/sexist language/discrimination.</p> <p>Any form of discrimination against age, disability, gender, race, religion or belief, sex or sexual orientation.</p> <p>Sexual violence such as rape, assault by penetration;</p> <p>Sexual assault (Intentional sexual touching without consent)</p> <p>Sexual harassment – meaning unwanted conduct of a sexual nature such as: sexual comments, sexual jokes or taunting;</p> <p>physical behaviour like interfering with clothes</p> <p>Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and / or sharing of unwanted explicit content.</p>	<p>Removal of privilege to represent school in sporting events et al.</p> <p>At most extreme, possibility of child being suspended from school with re-integration to school via a temporary reduced timetable.</p> <p>At most extreme, possibility of child being permanently excluded from school. Please see Exclusion Policy via the school website or by request at the school office, if a hard copy is required.</p> <p>These behaviours are classed as referral behaviours. This means the school – any member of staff - would refer the concern to the relevant authority which could be Children’s Social Care, Police or both. It might be referral to the Kent Inclusion Team or the Virtual School.</p> <p>Zero tolerance approach to sexual harassment and sexual violence. The school will ensure all incidents of sexual harassment and / or violence are met with a suitable response, and NEVER ignored. Pupils are encouraged to report anything which makes them uncomfortable, no matter how ‘small’ they feel it might be.</p>

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

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



De-escalation techniques can be used to help prevent further behaviour issues arising, 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 considered e.g. SEND or home issues. 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. Personal circumstances of the pupil will be considered when applying sanctions, and decisions will be made on a case-by-case basis, **but with consideration of the impact on perceived fairness.**

7.5 Restorative Approach

Holy Trinity CE Primary School uses a Restorative Approach to manage behaviour and deal with conflict. This approach focuses on developing positive relationships within the school and creates a safe, secure environment which enables children to develop both academically and socially. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship.

What is Restorative Language?

Restorative Language is a calm, fair and respectful way of communicating which allows individuals to express their thoughts and feelings.

What are the Restorative Questions?

The Restorative Questions are used in response to specific incidents. A member of staff will talk to the children and ask them a set of questions giving each child the opportunity to tell their side of the story without being judged or blamed.

The questions are:

- What happened?
- What were you thinking/feeling at the time? How are you feeling now?
- Who has been affected/harmed by what has happened and how?
- What needs to be done to repair the harm?
- If the same thing happens again, what could you do differently?

A child who is not ready or willing to meet and discuss a matter or instance with a perpetrator WILL NOT be forced to do so until such a time as they feel they are ready to, or wish to, accept an apology.

7.6 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

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- 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 (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.

7.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, 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 ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil



- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the designated safeguarding lead, Ms Edwards in the first instance, or subsequently the Deputy Headteacher, Mr Dockrell, or Headteacher, Mrs Gough, to try and 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 from causing disorder.

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Holy Trinity CE Primary School will NOT carry out strip searches under any circumstances.

7.8 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).

7.9 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.10 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 member of staff who witnessed and reported the concern will make the report to the police.



The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.11 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. Please see the documents list above to refer to the assessment tools the school uses in order to assess incidents and action corresponding responses.

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. This is available via our school website.

7.12 Malicious allegations

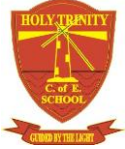
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

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

8.1 Detention

Pupils can be issued with detentions by their class teacher or supervising adult, during break, and lunch time. **The period of a detention will not be longer than 10 minutes at morning break or 20 minutes at lunch.**

The pupil's parents or carers will be informed, as soon as is reasonably possible.

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

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

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that 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 a member of the SLT and will be removed for a maximum of a morning session *or* an afternoon session.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as the implementation of a Personalised Behaviour Plan. This will be framed positively so pupils can see they are being successful in their positive behaviour choices. Other options could be (and decided on a case-by-case basis)

- Allocation of 1 – 1 teaching assistants
- Short term behaviour report cards
- 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 on the school based reporting system, MyConcern.

8.3 Suspension and permanent exclusions

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



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

Please refer to our exclusions policy for more information. This is available via our school website or by request for a hard copy at the school office.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

Any preventative measures will take account of the specific circumstances and requirements of the pupil concerned. These could include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjustment to seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjust 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 space, which could be an alternative area of the classroom, or where and if available an area away from the main classroom, **as determined by the class teacher, or supervising adult** working with the child, where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider:

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

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

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

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

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



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

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

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

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

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

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils 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 pupil and family liaison officer (FLO) Mrs Sooknanan, or other member of the pastoral support team.
- A personalised behaviour plan

11. Pupil Transition

11.1 Inducting incoming pupils

The school will support incoming pupils (at any point of the school year) to meet behaviour standards by offering an age appropriate induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- Restorative Justice
- Behaviour Matters
- Diana Award
- Kagan Principles for engaging learners
- A team of staff have training in using Sensory Circuits programme
- The proper use of restraint (identified staff)
- The needs of the pupils at the school



- How SEND and mental health needs impact behaviour
- Adverse Childhood Experiences (ACEs) and how these impact a child's behaviour
- NSPCC Harmful Sexual Behaviours in Schools (all staff)
- Brook Advisory Service Traffic Light Tool (training for safeguarding team)

Behaviour management training forms part of continuing professional development for ALL STAFF and Volunteers.

Staff are required to keep their own log of training, but this is also centralised with the DSL and Personnel Manager too.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion, and suspension
- Use of pupil support units, off-site directions, and managed moves
- Incidents of searching, screening, and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed at the end of Terms, 2,4 and 6 by the Headteacher.

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- SEND policy