



## **Positive Behaviour Policy and Positive Behaviour Statement**

<b>Formally adopted by the Governing Board of:</b>	<b>Hemsby Primary School &amp; Nursery</b>
<b>On:</b>	<b>Agreed 26.09.2022</b>
<b>Headteacher:</b>	<b>Sian Harmer</b>
<b>Chair of Governors:</b>	<b>Kathryn Hewitt</b>
<b>Review:</b>	<b>September 2023</b>

## Policy Statement

Hemsby Primary School and Nursery is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We are a caring community whose values are built on mutual trust and respect for all. It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. Our behaviour policy embraces our Hemsby Habits, core Aspire values and echoes our 4 kindness principles around behaviour. Following these principles ensure that the children can 'become the best version of themselves'.

Hemsby Habits/Aims	Aspire Core Values	Key Principles
Be Respectful 	<b>A</b> ccepting <b>S</b> uccessful <b>P</b> roud <b>I</b> ndependent <b>R</b> espectful <b>E</b> nthusiastic 	Kind hands 
Be Kind 		Kind feet 
Be Safe 		Kind words 
		Kind thoughts 

## Aims of the Policy

The primary aim of this policy is to promote good relationships so that everyone can work together with the common purpose of helping everyone to learn. This overarching aim is achieved by:

- Encouraging pupils to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- Providing a safe, happy and friendly environment which encourages each individual to achieve their own potential through a desire for excellence, using challenging, active and creative personalised learning.
- Enabling staff to support children with their behaviour through providing pupils with strategies to manage their own behaviour.
- Maintaining a calm and purposeful working atmosphere.
- Ensuring that all children and adults have a sense of belonging, feeling safe, secure and valued.
- Providing a clear, fair and consistent approach to behaviour.
- Ensuring that our children are intrinsically motivated to do the right thing because it is the right thing to do.
- Ensuring that there is complete consistency from staff in the implementation of the policy.

At Hemsby we recognise that most children self-regulate their behaviour and behave extremely well every day without the need to be reminded about how to behave. We want to recognise these children and encourage those who may not always behave appropriately to self-regulate their behaviour positively. This is underpinned by the following principles:

- Positive relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, feeling safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Active involvement of everyone in school with choices about their own lives.

### **Roles and Responsibilities**

The governing board is responsible for:

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

The headteacher is responsible for:

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

### **Expectations**

We expect all children to respect the feelings of others and to treat others as they would wish to be treated.

We expect children to:

- Follow the 4 key principles - kind hands, kind feet, kind word, kind thoughts
- Adopt the Hemsby Habits
- ASPIRE to the school's values
- Be respectful to one another, speak calmly and courteously.
- Do the simple things right – arrive in school on time, wear our school uniform with pride, bring the correct equipment for learning.
- Speak to an adult if they have any concerns.
- Work restoratively to avoid conflict and respect the right of others to be different.
- Listen to the views of others and accept their rights to hold those views.
- Respect the school building, facilities and equipment.

We expect the staff will:

- Uphold and promote positively the 4 key principles, aims and Aspire school values
- Greet the children as they enter the classroom
- Be exceptional role models for pupils and peers
- Encourage pupils to show respect for members of the community and the environment Speak politely and calmly
- Develop positive relationships with pupils, parents and colleagues
- Treat all members of the community equally, fairly and consistently, meeting their individual needs
- Recognise and share the positives, consistently use positive language
- Use a restorative approach to avoid conflict
- Plan lessons that are engaging, challenging and meet the needs of all learners
- Take ownership for the management of behaviour in their own classrooms but also around school
- Display the behaviour curriculum in their classrooms

We expect that parents and carers will:

- Uphold and promote the 4 key principles, aims and Aspire school values
- Work in partnership with the school staff to ensure that their child is able to achieve to the best of their ability.
- Respect school decisions and follow procedures within policies.
- Ensure that their child is in school on time, dressed in the correct uniform.
- Support their child with their learning at home.
- Support the school in modelling polite, calm and orderly behaviour
- Encourage their child to show respect for members of the school community and the environment.
- Work with the school to ensure their child follows the key principles, aims and values

### **Recognition and Rewards**

At Hemsby we believe it is important to recognise and reward children who display positive behaviour. Our staff firmly believe that praise is crucial in developing a positive atmosphere in the classroom and its impact cannot be underestimated. We recognise and reward this behaviour through:

- Small stickers/dots – staff will aim to ‘catch’ good behaviour and reward children with small stickers/dots for being respectful, kind and safe and displaying the key principles and school’s core values
- Smiley Behaviour Chart – each classroom will display five coloured faces: gold, green, yellow, amber and red. All children will start each day on green with the expectation that they stay on green, they will move to gold for particularly good behaviour and will be rewarded with a Golden sticker from a member of the Senior Leadership Team. If a child does not make a good choice they will move their name to yellow and be reminded about appropriate behaviour required to get back to green. If misbehaviour continues the child will move to amber which will result in a restorative discussion with the member of staff about how to amend their behaviour and a reminder of the consequences, Red will only be used in extreme circumstances and in liaison with a member of the leadership team and will probably lead to exclusion. Children need to work back to the green face by demonstrating positive behaviour. Gold stickers will be counted and recognised with milestone badges - Milestones to achieve each award are; 50 points- badge 100 points- badge 150 points- badge 200 points- badge 250 points- medal
- Aspire Awards - Two children from each class will be selected each week. These children will be presented with a special postcard of achievement in the Celebration Assembly on a Friday. An Aspire award should be awarded to those children who have shown the Hemsby aims, values and principles through the week.
- Headteacher Aspire Award – At the end of each half term a child from each class will be selected to receive an Aspire Headteacher Award, Their parents will be invited to a celebration assembly where the children will be presented with their awards
- Housepoints will be awarded for completing homework, showing good learning behaviours, excellent work and attitude. Housepoints will be counted each week and the winning house named in Friday’s Aspire assembly. The winning house will receive a trophy at the end of the year. Housepoints will be physically added to a pot in Reception, Years 1,2 and 3 and through Class Dojo in Year 4, 5 and 6.

### • **Consequences for Inappropriate Behaviour**

We believe that it is both the responsibility of the Class Teacher and the child to manage behaviour. Class Teachers are expected to provide stimulating lessons which cater for a range of learning styles to engage the children and avoid inappropriate behaviour. However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour there are several layers of consequences in place to help them to self-regulate their behaviour in a positive way. At Hemsby we recognise that all behaviour happens for a reason and is trying to tell us something, we just need to work out what it is the child is trying to communicate. As a staff we will:

- Always take into account the context of the situation
- Listen to all perspectives of the event
- Separate the behaviour from the child, their behaviour is a result of a wrong choice and it is the behaviour that needs to be addressed
- Remember that children are not defined by an event, they are allowed to make mistakes and need support to learn from them. Once a situation has been dealt with it is finished and this needs to be made clear to the child.
- Deal with behaviour without delegating responsibility unless it is necessary.

### **Steps for behaviour management:**

- **Reminder** - If a child is demonstrating inappropriate behaviour (talking over others, being unkind, refusing to complete their work etc.) the teacher will quietly remind the child of the behaviours that they are looking for and then leave quickly and publicly recognise a child who is demonstrating positive behaviours. Staff may use the following sentence openers in order to address the issue:
  - I've noticed that...
  - Remember the rule/expectation for...
  - The behaviour I am looking for is...
  - Remember when you...
- **Caution (yellow face)** - If the behaviour does not change they will identify the issue with the child quietly and remind them of the expectations. In Foundation Stage this may also result in the child being asked to have some time out in order to give them the quiet time they need to reflect on their behaviour. Staff may use the following sentence openers to instigate the discussion:
  - I have seen...
  - Can you remember when we had the last conversation and I asked for...
  - At the moment I haven't seen...
  - If there is something that you need to tell me or I can help you with, now is the time to tell me.
  - Remember when... (child's name) did... that's the behaviour I want to see right now
- **Warning (orange face)** - If there remains no improvement then the child is issued privately with their warning, this makes it very clear that if there is no change then the child will move to the orange face and parents will be informed. The following sentence opener is used to ensure there is clarity:
  - This is your last chance before I ask you to go to... I need to see...This will be followed quickly by a restorative conversation and discussion about how the child can move back to yellow and then green. The child may be asked to complete missed work at break or lunchtime, make an apology, tidy up – dependent on the behaviour displayed. All restorative sanctions will address the negative behaviour displayed
- **Very extreme behaviour (red face)** – Should the behaviour of the child not improve then they should be referred to a member of the Senior Leadership Team, parents should be contacted and a decision will be made about the next course of action. The restorative conversation will then take place with the most appropriate person who will feedback the outcome of this to the class teacher and log the incident on CPOMS. A follow up meeting with parents, the class teacher and if appropriate the Senco will be arranged to devise a positive behaviour plan
- **SLT must be informed immediately and asked to deal with any of the following incidents:**
  - Bullying
  - Racism
  - Physical aggression
  - Verbal aggression e.g. swearing
  - Stealing
  - Sexual harassment or sexual violence

### **Bullying**

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	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

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded by the member of staff who deals with the incident.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors as part of the annual report. The policy will be reviewed and updated annually.

## **Strategies for Preventing Bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Hemsby Primary School Nursery have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- School Rules and Values
- Student voice – Active Whole School Council
- Playground – Play Leaders
- Anti-bullying day
- Website – includes an electronic version of our Anti –Bullying policy • Support for parents/carers
- Parent information events/information
- Support for all school staff
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

### **Important Note – Restraining a child:**

In some extreme cases it may be necessary to restrain a child. This will only happen if the child is at risk of hurting themselves or others. Staff at Hemsby Primary School and Nursery have Step On training, which ensures that they understand the correct ways in which to restrain your child should it become necessary. These incidents are always logged on CPOMS and the parent is always informed. In some cases where a child's behaviour is severely challenging, they may be placed on SEN support. Parents will be invited to speak to the class teacher and Senco to develop an individual behaviour strategy appropriate to their needs. An EHAP (Early Help Assessment Plan) may be completed to allow the family and school to access outside agencies.

### **Restorative Approach**

At all times at Hemsby Primary School and Nursery we are committed to ensuring that relationships are positive and part of this is to use a restorative approach to behaviour management. This approach supports the child in understanding the impact of their behaviour and has 4 key features:

RESPECT – for everyone by listening to other opinions and valuing them

RESPONSIBILITY – taking responsibility for your own actions

REPAIR – developing the skills so that individuals are able to identify solutions that repair the harm that has been done and avoid the repetition of these behaviours

REINTEGRATION – using a structured process that allows a child to reflect on the problem and ultimately allows them to remain in school and in class

When children demonstrates unacceptable behaviour there will be a follow up restorative conversation when the child is calm (this may be on the same day or the following day depending in each individual). The child will complete a restoration slip that is appropriate to their age/stage of learning with an adult. At this time the adult will go through the questions on the slip and listen carefully to the responses. If the incident involves another child then the person who was harmed will be asked first and then the harmer will be asked:

Tell me what happened.

Who was affected?

How were they affected?  
How can we make this right?  
What can we do differently next time?

During the process the following rules will be followed:

Ensure the children are ready to talk, if they aren't the process is a waste of time!

Only one person talks at a time

No interruptions

Listen carefully and be respectful

Remind them that the incident should not involve anyone else (friends etc.)

Staff will ensure that consequences are appropriate and are not linked to a particular subject area e.g. writing lines, times tables, reading etc. At the end of the discussion all participants should feel that the incident has been resolved and it is now finished with. Individual staff should make the decision about whether or not parents need to be informed.

The following questions may support staff to complete a restorative discussion.

The Restorative Five.

1. What happened?
2. What were you thinking at the time?
3. Who has been affected and how do they feel?
4. What should we do to put things right?
5. How can we do things differently in the future?

## Exclusions

If a child's behaviour is so extreme that fixed term exclusion is necessary, then the following steps must be taken:

A written record must be kept indicating the actions which have led to the exclusion and those of other staff. Any witness statements must be dated and signed.

Work must be set for the pupil to complete during the first five school days of exclusion and marked. Parents must be fully informed of their duties\* in the first five days and of the school days on which the pupil will be provided with suitable full time education.

Plans should be made as to how the time could be used to address the pupil's problems.

Plan appropriate support to help with the pupil's reintegration into the school at the end of the exclusion – a reintegration meeting with the Head teacher or other senior leader will always take place.

A fixed term exclusion may be for: 5 days or fewer, more than 5 days and up to 15 days (in a term) more than 15 days (in a term) \*Parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. The pupil may also be removed from the public place by the police and taken to designated premises. After the fifth day of exclusion, it is the LA's responsibility to provide education for the excluded child

## Mobile phones

The school requests that mobile phones are not brought in to school by pupils. However, we recognise that children who have parental permission to walk home on their own may wish to have

a mobile phone on them when they walk to and from school. In this case pupils may bring their phone to school and hand it in to the office during the school day. The school does not accept liability for any mobile phones brought in to school.

### **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.

### **Confiscation and searches**

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

### **Off-site behaviour**

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

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

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

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

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

### **Online misbehaviour**

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

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

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

### **Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, a member of the Senior Leadership Team will make the report.

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

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

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

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

### **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, allegations against staff policy and anti-bullying policy for more information on responding to allegations of abuse against staff or other pupils.

## **Pupil transition**

### **Inducting incoming pupils**

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

### **Preparing outgoing pupils for transition**

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

To ensure behaviour is continually monitored and the right support is in place, information 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 training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **Monitoring arrangements**

### **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 every term by the Senior leadership Team.

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 the full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors.

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

## **Appendix 1**

### **Legislation and Advice**

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:

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

## **Appendix 2: Confiscation and searches**

### **Confiscation:**

Any prohibited items [ Knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or 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)] 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 headteacher / designated safeguarding lead (or deputy), 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, 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.

## **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **Appendix 3: Serious sanctions**

### **Detention**

Detentions can be

Pupils can be issued with detentions by teachers during break or lunchtime.

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

### **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 staff, and will be removed for a maximum of one day depending on each individual.

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:

- Liaison with the Inclusion Team
- Use of teaching assistants
- School to School referral
- SRB Outreach referral
- 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 CPOMS..

### **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.

## **Appendix 4: 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 into account the specific circumstances and requirements of the pupil concerned. They may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit still in sight of the teacher
- Adjusting school uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces 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 take into account:

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

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

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

## **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.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve

This could include measures like:

- Reintegration meetings
- School to school support
- Liaison with the County SEND Team
- SRM Outreach
- Seeking advice from other professionals

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.



**Appendix 5: letters to parents about pupil behaviour - templates**

**First behaviour letter**

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child’s behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

-----  
-----

**Behaviour letter – return slip**

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

Name of child:

\_\_\_\_\_

Parent name:

\_\_\_\_\_

Parent signature:

\_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

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

Please contact the school office to arrange a suitable time::

office @hemsby.norfolk.sch.uk

01493 730364

Yours sincerely,

Class teacher name:

---

Class teacher signature:

---

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, to discuss how we can best support your child in improving their behaviour.

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

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

**Detention letter**

Dear parent,

I am writing to inform you that \_\_\_\_\_ has been given a detention on this date \_\_\_\_\_ at this time \_\_\_\_\_.

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

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name:

\_\_\_\_\_

Class teacher signature:

\_\_\_\_\_

Date: \_\_\_\_\_

-----  
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**Detention letter – return slip**

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

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_



# Restoration Slip – KS1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What went wrong?



How were you feeling?



Who might be upset?

What needs to happen now?



Accepting Successful Proud Independent Respectful Enthusiastic  
Be Kind Be respectful Be safe



# Restoration Slip – KS1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What went wrong?



How were you feeling?



Who might be upset?

What needs to happen now?



Accepting Successful Proud Independent Respectful Enthusiastic  
Be Kind Be respectful Be safe



## Restoration Slip – KS2

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What went wrong?

What were you thinking?

How do you feel now?

Who else might have been affected by what happened?

What needs to happen now?

Accepting Successful Proud Independent Respectful Enthusiastic  
Be Kind Be respectful Be safe



## Restoration Slip – KS1

Name: \_\_\_\_\_

Class: \_\_\_\_\_

What went wrong?

What were you thinking?

How do you feel now?

Who else might have been affected by what happened?

What needs to happen now?

Accepting Successful Proud Independent Respectful Enthusiastic  
Be Kind Be respectful Be safe