



# Behaviour policy

| Model policy template                                         |                 |                      |                               |
|---------------------------------------------------------------|-----------------|----------------------|-------------------------------|
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This policy sets out a model behaviour policy for schools in the Kent Catholic Schools' Partnership. Section(s) 3, 4, 6-10, 12 and 14 set out the specific arrangements for each school.

## 1. Aims

This policy aims to:

- Create a positive culture with Gospel values at the heart that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Gospel values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [https://www.gov.uk/government/publications/school-exclusionSuspension and permanent exclusion from maintained schools, academies and pupil referral units 2023](https://www.gov.uk/government/publications/school-exclusionSuspension%20and%20permanent%20exclusion%20from%20maintained%20schools,%20academies%20and%20pupil%20referral%20units%202023)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- 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
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

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

## 3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

## 4. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes

➤ Non-completion of classwork

- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules

➤ Physical assault against a child

➤ Physical assault against an adult

➤ Verbal abuse or threatening behaviour against a pupil

➤ Verbal abuse or threatening behaviour against an adult

➤ Any form of bullying

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images

➤ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 5. 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

Details of our school's approach to preventing and addressing bullying are set out in our Anti-bullying Policy (<https://www.st-marys-whitstable.kent.sch.uk/Statutory-Information-and-Policies/>).

## 6. Roles and responsibilities

### 6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

### 6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
  - Provides a consistent approach to behaviour management

- Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
- Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
- Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
- Outlines the school's system of rewards and sanctions
- 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 staff, 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 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)

### **6.3 Staff**

Staff are responsible for:

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

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

### **6.4 Parents and carers**

Parents and carers are expected to:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour

- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

## 6.5 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of 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.

## 7. School behaviour curriculum

St Mary's have three school rules which underpin all expected behaviours:

**Be Kind:** Be generous and gentle in all our actions.

**Be Respectful:** Show respect to everyone and everything, including everyone's right to learn and school property.

**Be Safe:** Ensure actions contribute to a safe environment.

At the start of each academic year, these are revisited by pupils and staff so that everybody is aware of behaviour expectations. Pupils also create a Class Charter at the start of the year.

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
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school 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.

## 7.1 Mobile phones

The school's mobile phone policy can be found here (<https://www.st-marys-whitstable.kent.sch.uk/Statutory-Information-and-Policies/>).

Any pupils found using their mobile phone throughout the school day will have the phone confiscated.

## 8. Responding to behaviour

At St Mary's Catholic Primary School Whitstable we recognise that wellbeing and behaviour are inextricably linked and work to develop a visible culture of kindness and patience. Research into child development, neuroscience and attachment theory all evidence how positive mental health support educational outcomes. When children experience safety in their relationships and understand their emotions they can challenge themselves and are open to new learning. At St Mary's, we believe that we need to meet the needs of the learner before they can meet our expectations and that behaviour is a form of communication. We therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and high expectations.

Guided by the principles of emotional coaching, Paul Dix 'When the Adults Change' and attachment theory, we focus on relationships and emotional regulation first. We do this by providing clear and consistent expectations and putting relationships at the heart of our approach. This allows us to create a school community which is safe, happy, calm and supportive and where our staff, parents and children feel valued.

### Our Core Principles

- **Consistency:** All staff will maintain consistent expectations and calm responses to behaviour.
- **Positive Relationships:** Relationships between staff and students are foundational. Every interaction is an opportunity to build and strengthen these connections.
- **Restorative Practice:** When issues arise, restorative practices will be used to resolve conflicts, repair harm, and restore relationships.
- **Safety and Inclusion:** The school environment will be safe and inclusive for all students, promoting mutual respect and understanding.

### Our Stepped Boundaries

When children exhibit unexpected behaviours, we use a consistent stepped approach to address their behaviour. This is always delivered in a calm way with plenty of take-up time given:

**1. Preventative:** Adults model and reinforce positive behaviour at all times when working alongside children, including the use of 'please' and 'thank you'. Adults remind children regularly throughout the day of our 3 words which encapsulate all behaviour expectations as St Mary's: Respectful, Safe, Kind. Adults will notice and comment positive behaviours. Get children to articulate how behaviours make them and others feel.

**2. Invisible Action:** Handle minor unexpected behaviour with invisible positive action, (divert/distract). E.g. focusing on positive behaviour of others, allowing for changes of learning environment and activity where appropriate. Switching adult or pupil locations in the room discretely.

**3. Caution:** Address the behaviour not the child. Delivery of a clear verbal warning privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner is given 'take up time' to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

#### 4. What a behaviour intervention might look/sound like at this stage:

- a) Gentle approach, personal, non-threatening, side on, eye level or lower.
- b) State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c) Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d) Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away, note them down and follow up later.

#### 5. Final Warning

- The learner is asked to speak to the teacher away from others: use 30 second script.
- Boundaries are reset.
- Learner is given a final opportunity to re-engage with the learning / follow instructions.
- If appropriate, a member of the Leadership Team will be called to support. Staff will always deliver consequences calmly and with care. It is in nobody's interest to confront unexpected behaviours with anger.

##### 30 second script (Step 4 Final Warning)

- I've noticed you...
- You broke our rule about...
- You have chosen to ...
- Do you remember last week/yesterday/five minutes ago when you did brilliantly? (*refer back positively and reframe*)
- Thank you for listening. (*Walk away and give them time to correct*).

**6. Progressive consequences:** The child will be asked to take some time to think about their behaviour. 'Time Out' will take place in a parallel classroom.

In general, five minutes should be enough time for the child to consider their actions and how they need to change their behaviour. The receiving teacher will be one that has agreed to be a time out partner.

If a child needs time out from learning, the class teacher may decide that the child then needs to complete the missed learning time at morning play, lunchtime or at home. It will be explained to the child that they are missing time from their break as they missed time from their learning due to their behaviour choices. At the end of the day, teachers will inform the parents of any child who has received 'time out' and the reasons for this. This will either be done discretely upon collection or by telephone if parents do not collect.

A time out should be followed by a restorative conversation between the child and the teacher/ teaching assistant who dealt with the behaviour. Once the behaviour has been discussed the child should re-engage with the whole class learning.

Examples of a Restorative Questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?

- What should we do to put things right?
- How can we do things differently in the future?
- What was unusual about today?
- Why do you think things went wrong?
- What would make it easier for us to work together?

All staff have visual restorative conversation prompts on their lanyard.

## 8.1 Classroom management

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

### Our Relentless Routines

All staff must:

- Meet and Greet: Teachers will meet and greet students at the door of their room at the start of the day and at the start of each session (after play etc.) to set a positive tone.
- Check In: always pick up on children who are struggling to meet expectations and take time to understand their emotional and academic needs; fostering a 'see it, sort it' culture.
- Consistent Language: use the same language and phrases across the school to reinforce high expectations and positive behaviour e.g. redirect children by referring to 'Be Respectful, Be Safe and Be Kind'.
- Positive Noticing and Reinforcement: Focus on catching students doing the right thing and praise positive behaviour.
- Public Praise, Private Reprimand: Praise will be given publicly to reinforce positive behaviour, while any reprimands will be conducted privately to maintain dignity and respect.
- Achievement and reward: Star of the Week, termly Values Awards and house points for above and beyond behaviour will be celebrated in assemblies and newsletters, as well as celebrating awards and certificates children achieve from out-of-school clubs; these will be praised in assembly. Sharing positives with home e.g. via Class Dojo or phone calls home.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

## 8.2 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 [\[insert link\]](#).

### 8.3 Responding to good behaviour

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.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

### 8.4 Responding to misbehaviour

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

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

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

#### Our Consequences for Unexpected Behaviour

What constitutes different types of behaviours:

| Level                            | Low Level                                                                                                                                                                                                  | Mid Level                                                                                                                                                                                                             | Serious Level                                                                                                                      |
|----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Examples of unexpected behaviour | Talking and shouting out <ul style="list-style-type: none"><li>• Unkind comments</li><li>• Not following instructions</li><li>• Pushing in the line</li><li>• Running inside the school building</li></ul> | <ul style="list-style-type: none"><li>• Any persistence of low-level behaviour over time</li><li>• Arguments at break times that upset others</li><li>• Persistently distracting others from their learning</li></ul> | <ul style="list-style-type: none"><li>• Fighting</li><li>• Physically striking adults</li><li>• Prejudice based incident</li></ul> |

|                     |                                                                                      |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Not walking quietly in corridors</li> </ul> | <ul style="list-style-type: none"> <li>• Not telling the truth</li> <li>• Refusing to follow adult direction</li> <li>• Verbal aggression to adult or child</li> <li>• Not completing work due to refusal or unexpected behaviours</li> <li>• Exiting the classroom without permission</li> </ul> | <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Persistent refusal to follow instructions</li> <li>• Stealing</li> <li>• Throwing objects</li> <li>• Using Abusive/offensive language</li> <li>• Deliberately hurting others</li> <li>• Bringing in dangerous or prohibited items.</li> <li>• Attempting to or leaving the school site.</li> <li>• Child on child abuse (see separate section)</li> </ul> |
| <b>Consequences</b> | <p>Stepped boundaries: e.g. invisible action, private verbal caution.</p>            | <p>Stepped boundaries possibly leading to time out.</p> <p>Restorative conversation during playtime.</p> <p>Work completed at alternate time.</p> <p>If repeated, parents informed.</p>                                                                                                           | <p>May result in some missed play time, where appropriate.</p> <p>Headteacher or member of SLT called to support.</p> <p>Parents informed.</p> <p>An exclusion may be imposed. This may be internal. Please see KCSP Exclusion policy for further details.</p> <p>In some cases a pastoral support plan or risk assessment will be put into place.</p>                                                                 |

### Playtime Behaviour Management

At break and lunchtime, a yellow and red card system is used to ensure pupils understand the behaviour that is expected when involved in Opal Play



If a child is shown a yellow card:

- Sit out from play for 5 minutes.
- Restorative conversation to ensure child understands how they are breaking school rules.

A red card will be given:

- If a child fails to correct their behaviour after receiving a yellow card.
- If they display serious behaviour on the playground.

If a child receives a red card, they should go to the staffroom and alert staff to them being there. A member of staff will then have a restorative conversation with them. The amount of time missed will depend on the behaviour.

If a child is given a red card, parents should be informed before the end of the school day.

### **Child on Child: managing allegations of abuse against other pupils**

Staff should be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to:

- Bullying (including cyberbullying)
- Online abuse which often occurs alongside face-to face abuse
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Abuse in intimate relationships between peers

- Sexual violence and sexual harassment;
- Gender-based violence
- Discriminatory behaviour
- Upskirting - where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- Sharing of nudes and semi-nudes (also known as sexting and youth produced imagery) (see section 15 for detailed guidance on this); and
- Initiation-type violence and rituals.

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

## 8.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

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. Staff should also be mindful of any differences in size/strength between themselves and the pupil, along with their own vulnerabilities such as health conditions.

You can view the school's Restrictive intervention policy here: <https://www.st-marys-whitstable.kent.sch.uk/Statutory-Information-and-Policies/>.

## 8.6 Searching and confiscation

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

### Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

## Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 select appropriate [headteacher / designated safeguarding lead (or deputy) / Welfare Officer], to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

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

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

'Outer clothing' includes:

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

### **Searching pupils' possessions**

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

- Desks
- Lockers
- Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **8.7 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).

## **8.8 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.

## **8.9 Suspected criminal behaviour**

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

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

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

## **8.10 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 (<https://www.st-marys-whitstable.kent.sch.uk/Statutory-Information-and-Policies/>).

### **8.11 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.

## **9. Serious sanctions**

### **9.1 Detention**

Pupils can be issued with detentions during lunchtimes. These must be authorised by the Headteacher.

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

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

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **9.2 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 supervision of a member of staff. This education will be 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 suitable adult, and will be returned to the classroom as soon as it is appropriate and safe to do so.

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 it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

➤ Meetings with SLT

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

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

### **9.3 Suspension and permanent exclusion**

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

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

Please refer to the Trust's suspensions and exclusions policy for more information: <https://www.st-marys-whitstable.kent.sch.uk/Statutory-Information-and-Policies/>.

## **10. Responding to misbehaviour from pupils with SEND**

### **10.1 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As a 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 measure will take into account the specific circumstances and requirements of the pupil concerned.

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

## **10.2 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
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

## **10.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

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

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

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

## **10.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

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

When pupils have received a sanction due to poor behaviour choices, this will always be followed up with a restorative conversation.

## **12. Pupil transition**

### **12.1 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.

### **12.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **13. Training**

As part of their induction process, our staff are provided with regular 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 can impact behaviour

Behaviour management will also form part of continuing professional development.

## **14. Monitoring arrangements**

### **14.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed three times per year by the headteacher and presented to the local governance committee for monitoring.

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 them.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

## **15. Links with other policies**

This behaviour policy should be read in conjunction with other relevant policies and procedures.

## **Appendix 1: written statement of behaviour principles**

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

Violence or threatening behaviour will not be tolerated in any circumstances.

