



Radley CE Primary School & Foundation Stage Unit

Jesus said, "I come to give life - life in all its fullness" John 10:10

Behaviour Policy and Statement of Behaviour principles.

We are a welcoming community. This policy has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting a forgiving environment where everyone feels happy, safe and secure and can achieve their personal best.

Through our vision statement of **'I come to give life- life in its fullest' from John 10:10**, we aim for all at Radley Primary School to follow the Christian teachings that lead to us feeling valued and respected, and each person treats and is treated fairly and well. We aim to exemplify this through living out our school values of **Relationships**, **Resilience** and **Respect** in all that we do, to know that by striving to be the best person we can, will ensure that we can get the very best out of our lives.

Our ethos also underpins our behaviour to one another. We realise that we all make choices and mistakes and we all have a part in helping others to make good choices, to be patient and to forgive.

1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)

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

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

In addition, this policy is based on:

- 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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol or drugs
 - Stolen items
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
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

School strategies to prevent and tackle bullying

Our school vision, with its emphasis on the values of Relationships, Resilience and Respect is at the heart of everything we do, to ensure all are revered and respected as members of a community where all are known and loved by God. We strive to be inclusive in everything we do.

We speak about the behaviour and not the child, as we believe labelling children as ‘bullies’ or ‘victims’ suggests fixed roles, rather than current behaviour. Rather than ‘victim’ a child will be described as being a target of bullying behaviour. Labelling behaviour as ‘bullying’ rather than the child, is one of the tools used to bring about change in that child’s behaviour.

Pupils are continually involved in developing school-wide Anti-Bullying initiatives through the school council and Anti-Bullying surveys, participation in the Anti-Bullying Week each November and Internet Safety Day each February. A child friendly Anti-Bullying policy, through which all children have input through the Anti-Bullying ambassadors and school council is to be displayed in each classroom and re-visited during the year. We ensure that all children understand the Anti-Bullying policy and know how to report bullying.

Our Personal, Social and Health Education (PSHE) and Relationships and Sex Education programmes of study include opportunities for pupils to learn to value themselves, value others and appreciate and respect difference. It also includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying.

Through a variety of planned activities – including Circle Time and time across the curriculum - children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions, as well as providing regular opportunities to discuss issues that may arise in class, and for teachers to plan and implement specific interventions.

Stereotypes are challenged by staff and pupils across the school and children are given the opportunity to learn that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

RE lessons include opportunities for children to understand how we are all unique and that differences in thought and belief are to be respected.

Our Computing programme of study includes opportunities for children to learn about the impact of cyberbullying; the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help; that the same principles apply to online relationships as to face-to-face relationships including the importance of respect for others online including when we are anonymous.

Collective worship themes include the importance of inclusivity, dignity and respect and, for example challenging of the use of derogatory language.

We have high expectations of behaviour which we promote through our Behaviour Policy - the 'Rights and Responsibilities' section is displayed in every classroom (Appendix 1)

Staff use restorative approaches provide support to those who may have been affected by conflict or bullying behaviours

Difference and diversity are celebrated across the school through diverse displays, books and images, including our Anti-Bullying board

All staff are trained in Generalist Safeguarding; effectively preventing and tackling all forms of bullying; reporting concerns; and where to go for help and support.

Responding to bullying

When a bullying incident has been seen to take place or has been reported the following takes place:

Stage 1

- Staff give support to any child who has been harmed (whether verbally or physically) and take necessary action to make sure they feel safe and reassured – with the child's consent, this may involve a restorative meeting that produces a written agreement between all children involved.
- Consequences are put in place for the child who has harmed another including, as appropriate, restorative practice (See Appendix 2) and support.
- Staff inform the Headteacher as appropriate and record the bullying in the Class Behaviour File to ensure a record is kept – this file is monitored half termly by the headteacher so any patterns of behaviour can be analysed
- Parents/carers of both the child who has bullied and the child who has been harmed are informed by the class teacher or headteacher
- The Headteacher, or Deputy Headteacher will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

Stage 2

Should a child continue to behave in a way that is hurtful to others, Stage 1 is repeated and the child causing harm treated in-line with the school's Behaviour Policy to safeguard any children who have been harmed by their behaviour. This may, for example, be a period of internal exclusion with time out of the playground at lunch / break time, and will be decided by the headteacher.

Stage 3

Should negative behaviours persist following Stage 2 interventions, or a one-off serious behaviour incident occur, the child causing harm will be placed on an Inclusion Support Plan (ISP) drawn up by the SENCo. In a meeting involving school, parents/carers and the child, the behaviours causing

concern are acknowledged, possible triggers identified, and an action plan put in place. The ISP will be reviewed weekly with the class teacher.

For any child who has suffered harm, we will assess their needs and offer in-school welfare support.

Stage 4

Should negative behaviours persist following the implementation of an Inclusion Support Plan (ISP), the headteacher should seek advice to further consider how to reduce the risk of recurrence as part of a risk assessment/safety plan and implement appropriate safeguards and support for the child and will also refer to Oxfordshire County Council's Learner Engagement Team's Guide for school leaders and agencies supporting school-age children / young people at risk of exclusion from school.

If a child reaches Stage 4, the school will also work with the parents/carers to initiate an Early Help Assessment (EHA) and / or Team Around the Family (TAF) – multi-agency meeting - to consider what action is necessary, and in the child's best interests. Should the family refuse to engage with school in this process, the school will seek support from the Locality and Community Support Service (LCSS) to engage the family. Progress against ISP goals will be reviewed as part of the TAF.

Reporting Bullying – Roles and Responsibilities

- **Children**

Children should report any incident of bullying or hurtful behaviour to any trusted adult within the school community. Children should never be bystanders to incidents of bullying, and should offer support to the victim and encourage them to report it. Pupil voice is central to the culture and ethos of our school and used in this case to evaluate how relevant this policy is to children's lives and ensuring they feel safe and able to learn.

- **Role of Parents and Carers**

Parents and carers also have a responsibility to look out for signs of bullying and, if they are aware of any bullying incidents, should support their child to report the bullying, or speak themselves with their child's class teacher, or the headteacher.

- **Teaching and non-teaching staff, visiting governors and regular volunteers**

All adults encountered by the children at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the children. All adults have a duty to encourage positive behaviours and challenge any negative behaviours.

[We believe that the behaviour we walk past, is the behaviour we accept.](#)

All adults should aim to:

- create a positive environment with high expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of others' needs;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contributions of all.

- Model how to apologise when needed.

Staff, governors and regular volunteers are trained to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If adults become aware of bullying, they should reassure the children involved that they will act and inform the child's class teacher without delay. All have a duty to challenge bullying, to be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

- **Anti-Bullying Lead**

The Anti-Bullying Lead, with the support of the headteacher and Anti-Bullying Ambassadors, is responsible for ensuring measures are in place to effectively prevent and tackle all forms of bullying. In addition, the Anti-Bullying Lead is responsible for ensuring every member of the school community is clear on the approach to preventing and tackling bullying at Radley Primary School. Our Anti-Bullying Lead is Helen McConaghy.

- **Headteacher**

It is the responsibility of the Headteacher to ensure the Anti-Bullying policy is consistently implemented by all staff by setting the standards of behaviour expected and by supporting staff, through appropriate training in the implementation of the policy. Where appropriate, the headteacher should seek advice in order to address complex cases of bullying; it is not always possible to effectively resolve every case by following the steps outlined in 'Responding to Bullying' section. Indeed, every case will be unique.

Recording

Incidents of bullying are recorded, and held in the class behaviour file. Incidents are analysed for patterns of behaviours as part of Senior Leadership meetings. Feedback is made available for governors via the headteacher's report.

Monitoring and Evaluation

The headteacher is responsible for reporting to the Governing Body on how this policy is being upheld. The governors are responsible for monitoring the effectiveness of this policy. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy.

Governors

The Governing Body have a duty to ensure the school have a policy in place to effectively prevent and tackle all forms of bullying and for reviewing the effectiveness of such a policy

Local Authority Anti-Bullying Co-ordinator

This role has been established within the local authority to:

- Work at a strategic level to develop a coordinated response to bullying
- Develop a system to monitor bullying and target intervention
- Promote the involvement of children, young people and parents
- Work with individual schools
- Provide information and disseminate good practice
- Identify and co-ordinate appropriate training for staff

The Local Authority Anti-Bullying Co-Ordinator is Clare Pike, who can be contacted on 01865 815639 or via email at Clare.Pike@oxfordshire.gov.uk

5. Roles and responsibilities

At Radley CE Primary School measures are taken to create and promote an inclusive culture. The aims and approaches used are clearly established through our Equality and Social Inclusion Policy.

Rights and Responsibilities

We use the concepts of rights and responsibilities in making choices about all behaviour, believing these extend to all adults and children in our school community. Over-arching all the rights and responsibilities, is the need for all to be shown understanding and consideration by others.

Rights

- To feel safe
- To be listened to
- To learn
- To make mistakes

Responsibilities

To think and act in a way that keeps us and others feeling safe
To listen to and value the thoughts and feelings of everybody
To be prepared for learning
To enable others to learn
To admit and put right our mistakes
To ask for help and learn from our mistakes
To allow others to make mistakes

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
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5.3 Teachers and staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

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

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Ethos

We are a welcoming Christian community, whose values of Relationships, Resilience and Respect underpin our behaviour to one another. It is a primary aim that every member of the school community feels valued and respected, and each person is treated fairly and well. This policy has been developed to ensure it contributes to the school fulfilling its Vision Statement, promoting an environment where everyone feels happy, safe and secure and can achieve their personal best.

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
- Forgive others and accept apologies from others
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- Children in Thames Class may bring a mobile phone to school if they have permission to walk home alone. This will be switched off and kept in an agreed place until the end of the day.

7. Responding to behaviour

7.1 Classroom management

We believe an appropriately structured curriculum coupled with effective learning contributes to good behaviour. To achieve this, lessons have clear objectives which are understood by the children, differentiation is in place within the teaching to meet the needs of different children and good feedback is given.

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour 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

7.2 Safeguarding

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

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

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Positive Behaviour Management and Celebrating Success

We focus on the positive things that children do and reward this through a variety of different techniques. Our successful learning environment is reinforced through:

Positive reinforcement of good behaviour

This is the bedrock of the school's ethos. Good listening skills, good learning attitudes or kindness shown to others is praised by members of staff, including behaviour seen on the playground. Good work or actions may also be celebrated by a child being commended to a wider audience including the head, for example showing their work, or a discussion of their actions.

Merit System

Children in KS1 and KS2 are awarded merits by teachers and other adults for progress in work or behaviour, leading to the award of certificates given in whole school assemblies.

Displays

Children's work is celebrated through display and previous learning can be referred back to. Displays are also used to reinforce our values.

Celebration Assembly

This takes place each week and is led by the School Council. Children celebrate their learning and a Star of the Week certificate is awarded to a child in each class for effort and achievement. 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.

7.4 Responding to good behaviour

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 in person or via a call home
- Certificates, prizes, star of the week or 'Tea with Mrs T'
- 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

7.5 Responding to misbehaviour

Consistency in dealing with negative behaviour is key across the school, and we regard negative behaviour as everyone's responsibility. We only speak about the behaviour and not the child, as a key element of any effective behaviour management policy is maintaining the self-esteem of the child and positive relationships. The language of choice is used.

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

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

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

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

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

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

Our policy involves working with a child to stop negative behaviour before it escalates. We do this in a number of ways:

- Positive praise and clearly understood incentives
- Non-verbal gestures – a quick look, staff position in the classroom
- Praising another child in the class displaying the desired behaviour
- Having a quiet word with the child
- Giving the child a choice about their behaviour. Eg '_____, you have a choice. You can stop calling out and continue your learning with the rest of the class, but if you continue to disrupt others learning you will miss 3 minutes of your playtime to catch up on work you are missing / think about effect of what you are doing is having on other children's learning.'
- Asking the child to come out of a situation, where an adult has seen a poor behaviour may be building up (distraction)
- Providing a visual aid eg timer to help the focus on a task
- Provision of fiddle toys
- Moving the child to a different place in the classroom
- Suspension – internal or external
- Permanent exclusions, in the most serious of circumstances

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

7.6 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.7 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or other 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, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- 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.

7.7 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).

7.8 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.

7.9 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.

7.10 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

7.11 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 and Allegations Against Staff Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 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 the headteacher, and will be removed for a maximum of 2 hours.

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:

- 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 along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.3 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (corridor or the sanctuary) 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.

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10. Supporting pupils following a sanction

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

- This could include measures like:
- Reintegration meetings
- Daily contact with pastoral support TA

- A report card with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- 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.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed each long term by Claire Thomas, Headteacher.

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

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

- By protected characteristic

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

13.2 Monitoring this policy

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

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

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
 - Anti-Bullying Policy
 - Child Protection and Safeguarding Policy
 - Early Years Behaviours for Learning Policy
 - Equality and Social Inclusion Policy
 - Online Safety Policy
 - Special Educational Needs Policy
 - Worship Policy

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 are involved in behaviour incidents to foster good relationships between the school and pupils' home life

Radley CE Primary School uses **The Zones of Regulation™** curriculum (or “The Zones” for short), which are lessons and activities designed by Leah Kuypers, licensed occupational therapist, to help children gain skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for the student to practise his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations. You can support the student during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply to you in a variety of environments. Make comments aloud so the student understands it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
- Help the student gain awareness of his or her Zones and feelings by pointing out your observations.
- Validate what Zone your students are in and help them brainstorm expected ways to self-regulate so their behaviour is expected for the context.
- Share with the student how his or her behaviour is affecting the Zone you are in and how you feel.
- Help the student become comfortable using the language to communicate his or her feelings and needs by encouraging the student to share his or her Zone with you.
- Show interest in learning about the student’s triggers and Zones tools. Ask the student if he or she want reminders to use these tools and how you should present these reminders.
- Ask the student to frequently share his or her Zones Folder with you and talk about what he or she has learned.
- Make sure to positively reinforce students for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when students are demonstrating unexpected behaviours while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgement.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.



Rights and Responsibilities



Rights	Responsibilities
To feel safe	To think and act in a way that keeps us and others feeling safe
To be listened to	To listen to and value the thoughts and feelings of everybody
To learn	To be prepared for learning and to enable others to learn
To make mistakes	To admit and put right our mistakes, to ask for help and learn from our mistakes and to allow others to make mistakes

Appendix 3 – Restorative Justice Approach

Restorative Justice Process

The five steps of the Restorative Justice process followed when responding to a child who has harmed others (whether physically or verbally) are:

- **Step 1:** Tell the story - What has happened? Start from the beginning... What happened just before that? *
- **Step 2:** Thoughts and Feelings - What were/are you thinking? What were/are you feeling? How do you think they are feeling?
- **Step 3:** Ripples of harm – Who has been harmed and how have they been harmed? What has been the most difficult thing for you?
- **Step 4:** Needs – What do you need in order to find closure? What do you need to move forward?
- **Step 5:** What next? What do you think will make things better? What needs to happen?

*Children may initially do this on a reflection form, if emotions are running high, and then talk to staff. Appropriate next steps will be agreed (e.g. restorative meeting, letter of apology, consequences etc.)