

Bleasby Church of England Primary School



Behaviour Policy

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Section A: School approaches to managing behaviour

1. Legislation, statutory requirements and statutory guidance

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

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

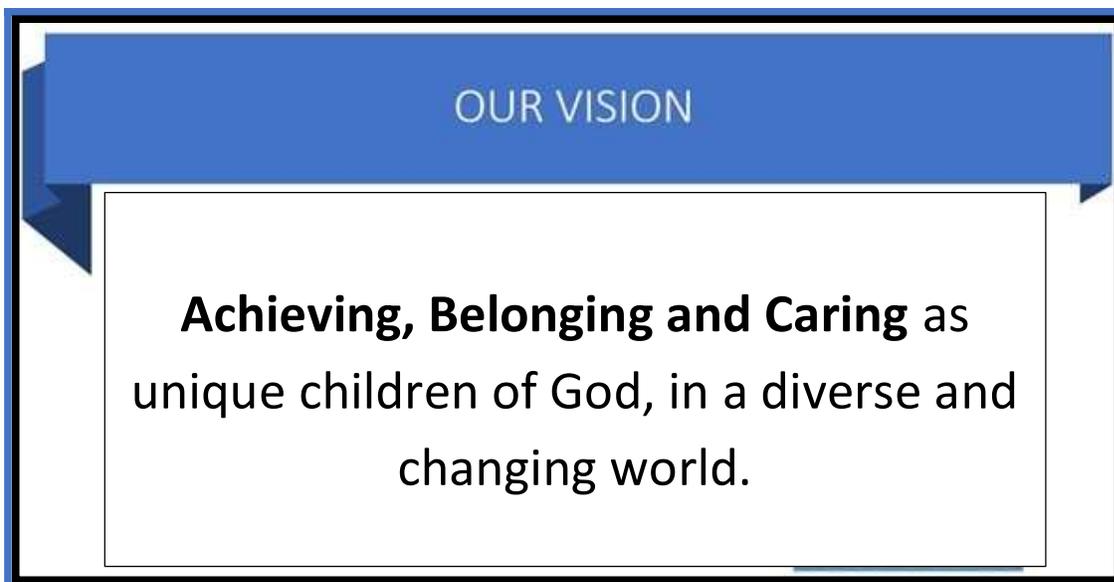
It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

2. Aims



The staff and governors at Bleasby school are committed to ensuring all members of our community are able to flourish together at school and that an environment of actively positive behaviour is essential to achieving this.

Our vision reflects the significance of giving children lasting values, control and self-worth that will stay with them and guide them as they move through life and as their worlds change.

The aim of this policy is to provide an environment and structure in which actively positive behaviour is modelled, promoted and taught such that all members of the school community are able to achieve, feel that they belong and know they are cared about.

Our approach to behaviour management is:

- 1) To provide a climate in which it is easy to behave well.
- 2) To actively teach children about our values and how we live them out.
- 3) To address negative behaviour in a consistent, timely and effective manner.
- 4) Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Values



Each value has two linked qualities:

- **Achieving – wisdom and perseverance**
- **Belonging – friendship and respect**
- **Caring – service and compassion**

Our school values are fundamental to what ‘positive behaviour’ looks like in Bleasby School, how we promote positive behaviour and the impact of that positive behaviour.

Our values are reflected on and taught specifically through our curriculum and through collective worship.

They are reinforced throughout the day through specific praise and conversations about choices.

The demonstration of the values is specifically celebrated in our Rainbow assembly.

Achieving:

In order to *achieve*, children need to be in a calm environment in which they can concentrate and in which they feel comfortable in trying new ideas and making mistakes.

Wisdom – children are taught to use wisdom in making decisions, to take time to think, talk and to seek guidance.

Perseverance – a learning culture is promoted in Bleasby school. Positive behaviour for learning includes wanting to produce of your best, relishing challenges, being aware of your learning journey, taking pride in your work.

When a child *achieves*, they feel pride in themselves and are motivated to push themselves further.

Belonging:

In order to feel that they *belong*, all of the community needs to support each other.

Respect – all members of the Bleasby School community are expected to treat everyone with respect. Using good manners and listening well. Equal respect should be shown to all members of the community regardless of any difference or characteristic, including: gender, race, socio-economic group, sexual orientation or disability.

Friendship – children are given many opportunities to develop and demonstrate friendships in the school day and in after school activities. This is modelled to the younger children coming into school by the older children as they are welcomed and played with.

When a child feels that they *belong*, they feel safe and have a greater self-esteem. They have greater motivation to play their own positive role in the community.

Caring:

In order to *care*, children need to be given opportunities to make a difference to other children and to be taught how to make decisions with empathy and consideration.

Service – children are given opportunities to serve others throughout their time in school. This service is recognised and celebrated.

Compassion – children are taught to consider other people’s feelings. In discussions around negative choices, children are asked to consider the impact on other children of their actions and how they might put this right.

When a child experiences *care* from the school community around them, they learn how to care for others and see that as an important role to take on themselves.

Our values are incorporated into our ‘Rainbow Rules’ acronym which is clear and concise for the children to follow. The Rainbow Rules are introduced at the beginning of each school year and regularly referred to by all staff.



4. Opportunity to Serve

At Bleasby School, we aim for children not just to 'be good' but to actively seek to make a difference. Service is one of our two values for 'Caring' and is an important aspect of our Christian distinctiveness.

We give children opportunity to serve and to see others serving. Opportunities include:

- Roles within classes
- School Council
- Prefects
- Door Monitors, Librarians, Eco Team
- Worship/reflection leaders
- Outcomes that impact on others built into the curriculum
- Organisation of and/or participation in fundraising

5. Roles and Responsibilities

Children:

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All children must respect the wisdom of their teachers, doing as they are asked and making the most of the learning opportunities provided.

We ask all children to strive to develop all six of our values and to support other children in doing the same.

Parents and Carers:

As with all aspects of the care and rounded development of children, it is very important that school and family work in partnership with good communication. We ask all parents at Bleasby to support our values and Behaviour Policy and to reinforce it with their children. Parents and children are asked to sign a Home-School agreement each year.

All Staff:

All staff at Bleasby School are responsible for the successful implementation of this behaviour policy. All staff must model the behaviour we want to see in the children, demonstrating the school values consistently.

They should ensure all children feel valued and listened to. All staff should refer to the values in praising behaviour and in challenging negative choices.

All staff are expected to adhere to the MITRE Employee Code of Conduct and Equality Policy and to be up to date with the Health & Safety and Safeguarding & Child Protection Policy which are updated annually.

Class Teachers:

The class teachers are fundamental in creating an environment where all children can flourish in all 6 of our values through:

- Understanding each child well and making sure their academic and pastoral needs are met.
- Forming positive working relationships with children and parents/carers rooted in mutual respect.
- Maintaining consistent expectations and organisational routines, including agreeing a class charter.
- Planning lessons which maintain children's engagement.

Teaching Assistants:

Teaching assistants have many roles, but many of these have a direct impact on supporting positive behaviour, including:

- Delivering specific programmes related to emotional well-being or regulation, for example ELSA.
- Delivering specific academic interventions which enable children to have more confidence in lessons.

Head Teacher – Russyn Cast:

The head teacher oversees the implementation and impact of this policy. This will include monitoring behaviour in the school, identifying appropriate training for staff and useful input for children and parents. The head teacher supports the teaching team in planning teaching opportunities to support behaviour, the MDSA team in providing positive lunchtimes and the TA team in identifying specific interventions.

The head teacher is also the **Designated Safeguarding Lead**. This policy links particularly to the school's approach to preventing and addressing Child on Child Abuse.

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The head teacher takes a role in both rewarding and sanctioning behaviour – please see sections 7&8.

The head teacher also coordinates the School Council and Worship/Reflection Leaders.

The head teacher acts as a role model in the implementation of the policy and in living out the Bleasby School values.

As **SENDCo**, the head teacher takes a lead role in guiding teachers and TAs in the support of children for whom there are additional barriers to some aspects of positive behaviour. In addition, she supports teachers in ensuring children with special educational needs or disabilities are fully included in the class.

Senior Teacher – Sarah Smith:

The senior teacher reinforces the implementation of the policy and promotion of the school values. She takes a lead role in the management of behaviour in the absence of the head teacher.

The senior teacher is also the **Deputy Designated Safeguarding Lead**

Senior Leadership Team: Mariam Nawaz (Upper School) and Nicky Blacknall (Lower School):

The SLT reinforces the implementation of the policy and promotion of the school values. They take on a lead role in the management of behaviour across the school and in the absence of the head teacher.

Nicky Blacknall is also the Pastoral Lead and Deputy Designated Safeguarding Lead.

RSHE Lead – Bronwyn Carrington:

The RSHE lead oversees the programme for Relationships, Sex and Health education across the school. This links through the targeted work on relationships and what is and isn't acceptable in a relationship.

Governors:

Governors take a lead role in the school community in forming and agreeing our vision and value.

The behaviour policy is agreed by the governors, having given close consideration to whether it fully supports the school vision and values.

Through learning visits, parental consultation and feedback from external visits (such as MITRE reviews), the governors maintain an overview of the effective implementation and impact of the behaviour policy.

6. Creating a Climate for Learning and Playing

In the classroom:

At Bleasby School, everyone will be able to concentrate and feel included and respected in the classroom:

- Everyone looks at the person who is addressing the class, sitting still and silently. (Respect)
- Children contribute to class discussion and engage in activities. (Wisdom)
- Children talk in partners or groups about work, respecting the volume level requested by the teacher. (Friendship)
- Children quickly stop and look at their teacher when they hear the signal to come back together. (Respect)
- Children try hard to solve problems themselves before asking the teacher and are able to access resources independently. (Perseverance)
- Children take pride in their work, presenting it with care and adding their own touches where possible. (Perseverance & Wisdom)
- Children support each other and celebrate each other's successes. (Friendship & Respect)
- Children take care of the equipment in the class, putting it away carefully. (Respect)

We achieve this by:

- Agreeing to our Rainbow Rules at the start of the academic year, which are on display.
- Establishing routines and signals
- Reminding of expectations regularly, especially when the lesson is a little out of the ordinary.
- Consistently insisting that this behaviour is followed – waiting if necessary.
- Ensuring lessons are engaging, with short inputs and plenty of activity.
- Making the learning purposeful – children know what they are learning, why and how this fits into the sequence of learning.
- Planning to ensure that the learning is well-matched to the children – providing scaffolds or additional resources for those finding it difficult and additional depth and challenge for those who grasp it quickly.
- Ensuring resources are quickly and easily accessed or given out.
- Frequently specifically praising positive behaviour of individuals, pairs, groups and the class to reinforce specific expectations.
- Knowing the children well and showing that they are valued and liked.
- Working with parents/carers and other staff to agree an individual behaviour plan where a child has a specific behavioural need.

In Collective Worship:

At Bleasby School, everyone will be able to reflect and celebrate as part of the school community:

- Children enter the hall or church quietly in alphabetical order, sit down and consider the question/picture/object/music presented.
- Everyone looks at the person who is leading Collective Worship, sitting still and silently. (Respect)
- Children contribute to discussion, making sure that all children around them are included. Young reflection leaders support with this. (Wisdom)
- Children quickly stop and look at the person leading worship when they hear the signal to come back together. (Respect)
- Children join in with the songs. (Friendship)
- Children put their hands together and close their eyes for reflection. Those who do not wish to join in with the prayer maintain the reflection calm (Respect)
- When there is a visitor, the collective worship closes with specific thanks for the deliverer from the children. (Respect)
- In Rainbow Assembly, children celebrate each other's successes. (Friendship & Respect)
- Children leave the hall or church in an orderly fashion, either in silence or joining in with the song. (Respect)

We achieve this by:

- Reminding of expectations regularly, especially when the worship/assembly is a little out of the ordinary.
- Establishing routines and signals.
- Consistently insisting that this behaviour is followed – waiting if necessary.
- Ensuring worship sessions are engaging, with short inputs and plenty of activity.
- Frequently specifically praising positive behaviour of individuals, pairs, classes and the school to reinforce specific expectations.
- Having prefects and young worship/reflection leaders to support and role model.

At Breaktimes:

At Bleasby School, everyone will be able to play and/or relax happily and safely:

- Children look out for each other and look after those who are hurt or unhappy, seeking adult support when needed. (Friendship)
- Children invite each other to join in games. (Friendship)
- Children play safely. (Respect)
- Children share the equipment and garden and spaces, using them with care. (Respect)
- Older children take a role in leading games and making sure equipment is available.
- Children stop on the first signal and walk to the lines on the second signal. Children line up in alphabetical order, in the designated areas for their class. (Respect)
- Children walk into school in single file and silently ready for a calm start to learning.

We achieve this by:

- Authorised adults being out on the playground before the children, moving about in their zone, making sure all spaces are covered visually between them and keeping an eye on all of the children in their zone.
- Having a range of resources to engage the children, including a quiet area. Including Sports Leaders organise activities in the longer breaks with the support of the School Sports Coach.
- Having some games/areas on a published rota to ensure safety.
- Authorised adults particularly engaging with children who are on their own or where a game could verge on unsafe or rough play.
- Authorised adults giving children time to be calm and to be listened to when a disagreement needs to be sorted out. Adults supporting children in considering impact on others and reaching resolution with the values in mind. (compassion)
- Teachers being ready to meet children as they line up in alphabetical order.

7. Recognising Positive Behaviour

Children need to learn how to behave well and how to go beyond being 'good' to seeking to actively make a difference, being intrinsically motivated. For this reason, it is important that positive behaviour is specifically recognised. At Bleasby School, we do this through:

- **Verbally thanking and praising** individuals, groups, classes and the school frequently, specifically giving the reason.

'You were all ready to listen so quickly then, thank you for showing respect'

'Our Sports Leaders are running a wonderful game today aren't they? Thank you all of you for giving us your time – great service from you all!'

'Everyone, I need you to listen to what John has written, he has really persevered and has used lots of his own ideas.'

- **Class Star of the Day** – the children wear a star the next day and contribute their class's cross piece.
It is important that the child and the class know why they were chosen.
- **Rainbow assembly** – takes place at the end of the week with invited parents/carers and all of the school community gathered to celebrate achievements over the week.
 - Rainbow Award – given to two children from each class. The reason is shared clearly with the school and linked to one of the values. Parents/carers of children receiving the award are invited to share in the celebration.
 - Prefects' Award – prefects give an award to a child in each key stage for demonstrating one of the values particularly well.
 - Diamond Diners – awarded by the lunchtime team to one child in each key stage for particularly positive behaviour over lunchtime.
 - Golden Plunger and Duster – awarded to the class which has kept their cloakroom and classroom the tidiest that week.
 - All children receiving an award add a dot to in their house colour to the relevant A B or C letter.
- **House Points** – children are given house points for demonstrating school values across the wider school. These are given by all members of the staff team. They are added to the class rainbow by the class teacher and counted each Friday by the prefects. The weekly winning house adds an extra dot to the ABC letters.
- **Prefect, Office and MDSA stickers** – prefects, and staff without a class give stickers, for children they have seen following the Rainbow Rules and demonstrating the values extra well.
- **School Council Termly Awards** – Each term, the School Council and head teacher agree classes to receive awards for each of the ABC values.
- **House Rewards** – Children are grouped in houses from the start of school, in which they have special activities across the year. At the end of each term, the coloured dots on the ABC letters are counted up and the winning house get a joint reward activity with their link teacher.
- **Class Worship** – Class worship is led by the class's School Councillors and includes opportunity to recognise achievements of the class as a whole and individuals in the class. Each term the class agrees the 3 children who have most embodied each of the ABC values.
- **Marbles in the Jar** – each class has a reward jar and can receive a marble for overall class behaviour. Once the jar is full the class teacher will decide on a reward activity.
- **Pot of Gold** – a coin is turned over when all of the school or key representatives do something to impress (for example full engagement in collective worship, carrying out community service)
- Class teachers may decide additional recognition systems to suit their particular class at a particular time. However, it remains important that the children know what the reward is for and that it **does not lead children in the long term to be extrinsically motivated.**

8. Addressing Negative Behaviour

When a child or group of children are not behaving in a way that reflects our ABC values, this needs to be addressed quickly and firmly, but in a way that models our own expectations and makes it clear to the child/ren why the behaviour was not acceptable.

Disruption in Class:

Teachers will make expectations clear for general class behaviour (Rainbow Rules) and for different lessons (for example noise level). Where children do not follow these expectations:

1. A quiet and subtle reminder of expectation. (e.g. praise someone else, eye contact & pause or whisper in ear) *Praise the child subtly as soon as possible after they have resumed quiet work.*
2. A spoken warning, reminding of our values, the impact of being disruptive and the next step. (e.g. "Peter, you are not showing respect to the class, you are stopping them from being able to achieve, please make sure we can all learn or I will need to give you a time out") The child's initials are then put onto the yellow card so that they know that they are at risk of time out. *Praise the child overtly as soon as possible after they have resumed quiet work.* The child's initials should be removed ready for the start of the next classroom session.
3. Time out – in a pre-agreed class or space where they can be seen. Make sure the child knows how long they will be there and what they need to do (appropriate to the child).
4. The child should be sent to the head teacher or member of SLT. This is now a loggable incident and should be added to ScholarPack, with parents being informed. The child will then miss the next break time, usually walking with a teacher on duty. (Please hand the child directly to the person they will be with). If the behaviour arises in the last session, then the time with the teacher will be first thing in the morning before the school day starts.

Where the disruption involves a pair or group of children, they should be separated instead of stage 3

Fall outs and Disagreements:

As far as possible, teachers should facilitate children resolving disagreements themselves. Often, they will need more support – giving both children time to calm down and then listening to both children tell the other what happened and how it made them feel and supporting them in agreeing a resolution.

Name-calling/Offensive Language/Unkindness/Damage to Property:

This should always result in a missed breaktime making reparations to the other person (for example writing them a letter or playing a game of their choice with them.) The incident should be logged on ScholarPack and parents informed.

If there is a possibility that the name-calling is linked to a prejudice or is against someone with a protected characteristic this should be referred to the head teacher. This will be recorded as such and a meeting between the head teacher and parents held.

Rough/Unsafe Play:

Unless it is clear that the children were unaware that they were playing roughly or unsafely, this should always result in walking with the teacher on duty at playtime.

The incident should be logged on ScholarPack and parents informed.

Where this is a regular problem, the child should spend the first 5 minutes of every break with a teacher until they have shown 3 days with no rough play.

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:

- Hurting themselves or others
- 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.

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).

Online misbehaviour

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

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

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

Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Head Teacher 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.

9. 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)
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

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying policy, available on the school website.

10. Serious sanctions

Detention

Teachers in charge of a class can issue a detention. Pupils can be issued with detentions during break and lunch or after school during term time. The school will decide whether it is necessary to inform the pupil's parents.

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

Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of staff, and will be removed for the minimum length of time needed in order to ensure positive behaviour on their return to the classroom.

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
- ELSA support
- Short term behaviour report cards
- Long term behaviour plans
- 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.

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 Section B for more information.

11. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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.

12. Pupils with SEND

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. Measures could include:

- Short, planned 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 requirement for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding specific conditions such as autism or ADHD
- Opportunities for pupils to regulate their own emotions during a moment of sensory overload

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.

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.

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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

13. Pupil support

Some pupils require additional support to improve their behaviour. At Bleasby this includes additional support from teachers and teaching assistants, behaviour plans for individual pupils with additional needs and support through the ELSA programme.

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:

- Reintegration meetings
- Daily contact with the Head Teacher
- A report card with personalised behaviour goals

14. Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture. This includes opportunities to visit the school, meet staff and learn about school rules, expectations and how we reward positive behaviour.

The start of every school year includes reminders to children about our school values and how we support them through our behaviour. When pupils join the school in-year we provide them with this information and discussion on an individual basis.

For pupils with additional needs, we consider the information provided as part of transition and listen carefully to parents, making adaptations where needed. In some cases, this could lead to an individual behaviour plan being created for a pupil to support them in meeting our expectations.

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.

15. Staff 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 impact behaviour

Behaviour management will also form part of continuing professional development.

16. Liaison with other agencies

The school works closely with other agencies as required. This includes working with the Local Authority where there are children with SEND (including EHCPs). We recognise that working in partnership is essential to support and promote good behaviour, and are committed to doing so in a positive and timely manner.

17. Monitoring Behaviour

It is important to monitor behaviour in order to:

- Measure the effectiveness of this policy
- Identify trends in incident types or times
- Pick up where one child has had more than one incident with another child (possible bullying)
- Identify where particular children are needing an alternative approach.

Behaviour is monitored through:

- Lesson observations and learning walks
- The review of incident logs by the head teacher half-termly or when a concern is raised.

18. Alternative Approaches

For some children, due a condition, life experiences or a current situation, there needs to be a bespoke programme of support.

Where a teacher is concerned about the behaviour of a child, they should:

- Raise a concern with the DSL if this could be related to a safeguarding issue.
- Talk to the previous teachers to share approaches and identify whether this is a new issue.
- Raise a concern with the SENDco if this could be related to a condition or well-being issue.
- Arrange to meet the parents to discuss the behavioural issue alongside the SENDco or Head teacher.

The relevant team will work with the class teacher to put together an Individual Behaviour Plan.

Where appropriate this will include an intervention programme such as ELSA to support the child in regulating their behaviour.

As a school underpinned by Christian values, we will always strive to include all children and support them in being a part of our school. Exclusions would be used as a very last resort where the safety of staff or other children are compromised.

19. Related Policies

Anti-bullying Policy

Child Protection and Safeguarding Policy

Child on Child Abuse Policy

Equality Policy

Section B: MITRE approaches to managing behaviour in schools

1 Definitions, including prohibited items

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items constitutes serious misbehaviour. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images

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

2 Searching, Screening and Confiscation

Where there is a need for searching, screening and confiscation, they are conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

2.1 Confiscation

Any prohibited items (listed in section A) 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.

2.2 Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions

➤ Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

Support after a search

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

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

2.3 Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

2.4 Screening

Bleasby CofE Primary School does not conduct screening of pupils.

3 Child on child abuse, 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 section 7.7-7.10 of our Child Protection and Safeguarding Policy, and the Child on Child Abuse Policy, for more information.

4 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 needs 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.

5 Suspensions and Exclusions

5.1 Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

5.2 Aims

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

All MITRE schools aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, trustees, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully

5.3 A note on off-rolling

All MITRE schools are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

5.4 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

5.5 Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort, and in agreement with the Chief Executive Officer.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)

- Consider whether the pupil is especially vulnerable - e.g. the pupil has a social worker, or is a looked-after child (LAC)
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

5.6 Conducting suspensions and exclusions

The processes used by each MITRE school and the trust as a whole in suspension or exclusion of a pupil will follow the statutory guidance from the DfE: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

The statutory guidance relates to:

- Informing parties about a suspension or exclusion
- Providing or arranging education
- Monitoring suspensions and exclusions
- Considering reinstatement
- Independent review
- Amending registers
- Reintegration following suspension

6 Monitoring and evaluating behaviour policy and practice

6.1 School monitoring of behaviour

The school will collect data on the following:

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

The data will be analysed every half term by Mrs Cast, the Head Teacher.

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.

6.2 Monitoring this policy

Section A of the Behaviour Policy will be reviewed by the Head Teacher and the Local Governing Body at least every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 4.1).

Section B of the behaviour policy will be reviewed by the MITRE Standards and Effectiveness Committee every two years, or more frequently, if needed, to address findings from schools. At each review, the policy will be approved by the Board of Trustees.

7 Legal Duties

Each MITRE school and the trust as a whole recognise their legal duties under the Equality Act 2010, and in terms of safeguarding and supporting pupils with special educational needs (SEN).

It therefore recognises that some pupils require a more sensitive and differentiated approach and that we must ensure that the behaviour policy does not unintentionally discriminate against certain groups.

The school will record and monitor behaviour incidents, looking for patterns, so that we can make sure particular groups are not more affected by the policy than other groups. If patterns are found, we will take further action to adjust approaches, systems and processes, to train staff and to work effectively with individual pupils and groups of pupils.

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