Behaviour and Relationships Policy

Leasingham St. Andrew's Church of England Primary School

'Everything you do, do in love'

Reviewed and updated: December 2025

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Contents:

Appendices

1). Purpose

Leasingham St. Andrew's Church of England Primary School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

'Everything you do, do in love'

At St Andrew's, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

John 13:34 'Love one another, as I have loved you'

Our Christian Values form the basis of our behaviour expectations. These are: compassion, courage, endurance, forgiveness, friendship, hope, justice, respect, service, thankfulness, trust, truthfulness. In actively promoting these values we develop, reinforce and promote consistency of positive behaviour throughout the school.

We also aim to promote each of our 'Golden Threads' throughout our curriculum. We look to ensure that:

- high aspirations permeate throughout the school
- we develop a lifelong love of reading
- British Values are an intrinsic part of the school
- we offer cultural experiences and enrichment opportunities

We encourage all of our children, through love and service, to do their very best. Our whole school community will demonstrate love and service to all, regardless of their religious and ethnic background. The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Regulating, relating and reasoning undesired behaviour
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents
- Developing positive relationships with children to enable early intervention

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Aims of the Behaviour Policy

Our Behaviour Policy is intended to provide guidelines for members of staff in dealing with acceptable and unacceptable behaviour. At the core of our policy towards good behaviour in our school there are some important underlying principles:

- Create a positive, culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment encouraging them to love and serve others
- Establish a whole-school approach to maintaining high standards of behaviour that reflects the values and vision of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils and considers those with SEND
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Leadership and Management of the Behaviour Policy

The governing board will have overall responsibility for:

- Reviewing and approving a statement of behaviour principles (see appendix 1) and providing guidance for the Headteacher on promoting good behaviour where appropriate
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation
- Reviewing the behaviour policy in conjunction with the Headteacher and monitor its effectiveness
- Promoting a whole-school culture where calmness, dignity and structure encompass every space and activity
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy
- Holding the Headteacher to account for its implementation
- Ensuring this policy is published on the school website

The Headteacher will be responsible for:

- The monitoring, implementation and review of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this

- Determining the school rules and any disciplinary sanctions for breaking the rules
- Ensuring that all staff understand the behavioural expectations and the importance of upholding them
- Publicising this policy in writing to staff, parents and pupils at least once a year
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The SENCO will be responsible for:

- Collaborating with the Headteacher to determine the strategic development of behaviour and SEMH policies and provisions in the school
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support

Teachers and Staff will be responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves
- Aiming to teach all pupils the full curriculum, whatever their prior attainment
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will, where possible, be able to study the full national curriculum
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits
- Communicating the school's expectations, routines, vision, values and standards through teaching behaviour and in every interaction with pupils
- Considering their own behaviour on the school culture and how they can uphold school rules, expectations, vision and values
- Being responsible and accountable for the progress and development of the pupils in their class
- Remaining calm at all times and not resorting to shouting, except for when the safety of a child/adult is at risk
- Adhering to this policy and applying it consistently and fairly
- Supporting pupils in adhering to this policy
- Being aware of the signs of behavioural difficulties
- Setting high expectations for every pupil
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs
- Keeping the relevant staff up to date with any changes in behaviour:
    - SENCO.
    - Headteacher

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

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community
- Reporting any unacceptable behaviour to a member of staff
- Following the behaviour policy
- Embodying the school's vision and values

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home
- Informing the school of any changes in circumstances which may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour (for example attending any reviews of specific behaviour interventions)
- Supporting the school's actions to promote positive behaviour and address undesirable behaviour

The school will endeavour to build positive relationships 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 work in partnership with the school.

3). School Systems and Social Norms

Pupils are expected to follow our Golden Rules. These promote a shared understanding and consistency in application of our school expectations:

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

As a school we understand that the above 'Golden Rules' cannot be taken as given. Children need to be taught how to behave in a way in which is deemed appropriate in school. School staff will decide upon consistent approaches for teaching routines across the school day. For example, how to play sensibly on equipment outside, how to enter and exit the dining hall etc. The school believes that consistency and coherence are paramount at a whole school level to achieve desired outcomes for behaviour.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values, culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- verbal praise
- house points
- acknowledgement of work in weekly celebration collective worship
- Star of the Week Awards
- Merit Awards
- Effort Cups
- Special responsibility jobs e.g monitors within classrooms
- Communication home e.g., email or phone call to parents

Children are regularly rewarded with verbal praise immediately after displaying our expectations. When appropriate, children will be given the opportunity to share their work with other adults in the school to recognise their excellent efforts.

House point totals will be shared at the end of each week in Celebration Worship, and a running total recorded on the House Point board in the hall.

Celebration Worship:

Whole-school weekly celebration worships take place to celebrate individual achievements. Each class teacher will invite children to the front to share work to be celebrated as a whole school. This is on a rota basis. Every week, class teachers will nominate a child from their class to receive the star of the week award. Children receiving the star of the week award will be given the opportunity to select a book from our vending machine, linking to our 'Golden Thread' of developing a lifelong love of reading.

Recognition Board:

All classes display a recognition board at a prominent place within the classroom e.g. at the front. The class will agree a foci for the board, either for the week or the term ahead. Teachers will record the names of the children here who have displayed evidence of meeting the aim for the recognition board.

<u>Further strategies to promote positive behaviour within school</u>

Developing positive relationships.
Staff will use the Establish-Maintain-Restore (EMR) method to connect with pupils in their classroom. Summarised below, it involves focusing intentionally on the pupils who it is most difficult to connect with, who may be most in need to a consistent, positive relationship. It is recommended this technique should take no longer than 30 minutes a week.

	Establish	Maintain	Restore (R³)
Definition	Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)	Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)	Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

Zones of Regulation

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. Zones of Regulation are used to encourage co and self regulation. Adults in school connect with the pupil before offering options for correction.

The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones':

> Blue
> Green
> Yellow
> Red.

Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Strategies for dealing with negative behaviour

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.

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

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 and to diffuse a situation. Techniques include the following:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work"

The use of pre-arranged, consistent scripts can also help in such situations (see appendix 3).

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

Verbal warnings will be given and pupils will always be given the opportunity to modify their behaviour before sanctions are given, often by being reminded of the golden rules.

We will never seek to humiliate children or single them out for any poor behaviour. Staff will always aim to have conversations with children about their behaviour in private, so as not to cause embarrassment.

A sanction may be necessary for repeated offences after a warning has been given. 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.

A full list of strategies for use by staff can be found in the Appendix Section of this policy. These strategies are taken from the use of the 'Three R's' from Beacon House.

REGULATE, RELATE, REASON.

We allow the children to be able to understand the consequences of their behaviour, we ensure they know the behaviour was bad (not them as a person) and we allow them to understand what needs to happen next.

When necessary, senior members of staff may be required to support other staff in dealing with behaviour.

> Referral to senior member of staff. If the child is in EYFS, or Key Stage 1, this will be to the EYFS/Key Stage 1 leader. Where the child is in Key Stage 2, this will be to the Assistant Headteacher (where the senior member of staff is also the classteacher, the referral will be to the alternate senior member of staff)

> At lunchtime, a rota will be in place showing which senior member of staff is on duty and should be called for if the situation deems this necessary (see appendix 3)

Any of the following instances should be referred to the Headteacher immediately:

> Violent behaviour

> Deliberate vandalism of school property

> Racist incidents

> Homophobic incidents

> Incidents that could be seen to incite terrorism or extremism

Should the behaviour still not have improved, please refer to section 5, 'Additional Pupil Support'

4). Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Leadership team will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The Leadership Team and SENCo will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5). Additional Pupil Support

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.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Positive Behaviour Support Plans

Positive behaviour support approaches are based on overarching ethics which include the commitment to providing support that promotes inclusion, choice, participation, and the equality of opportunity.

A Positive Behaviour Support Plan is a person-centred framework to support an individual with significant and persistent behaviours that challenge when our systematic whole school strategies are not effective. Therefore, a personalised, clear, and strategic plan will be required to shape the process of behavioural change and improvement.

Only a very small number of individuals may require a plan when behaviour persistently goes beyond what is reasonably expected to effectively be addressed through whole school systems and strategies.

A Positive Behaviour Support Plan will ensure that all adults and stakeholders understand the individual's behaviour from a shared, informed and often psychological perspective. The purpose of the plan is to inform individual provision to positively support behaviour through identified targets and

strategies, consistently reinforced over a period of time, so that the pupil can take ownership of their behaviour.

It is not the case that pupils with additional needs or SEND will also require a Positive Behaviour Support Plan. Their behaviour can usually be well manged through systematic whole school strategies, including their graduated approach/EHC plan that addresses any social, emotional and mental health (SEMH) needs.

A Positive Behaviour Support Plan may also include strategies recommended by other services and professionals, where a referral has been made by the school. For example involvement of BOSS (Lincolnshire Behaviour Outreach Support Service) and/or the Educational Psychology Service.

The Positive Behaviour Support Plan will be written by relevant members of staff in school, parents and pupil with the aim of understanding the behaviour from a shared perspective, including pupil voice. Parents/carers will be informed and involved at all stages.

Adults should be aware that persistent misbehaviour could be associated with additional or unmet needs, adversity and/or safeguarding involving the DSL including:

- Trauma
- Abuse
- Adverse childhood experiences (including bereavement and parental separation)
- Attachment disorder
- Mental health conditions
- Other needs.

The Positive Behaviour Support Plan will identify:

- triggers/behaviours/situations are likely to result in need for positive behaviour intervention
- what the behaviour looks like and when it occurs
- key adult/s and their role/s within the plan
- the provision and targeted strategies to use, how and when it will be implemented
- consistent expectations, adult modelling, and explicit teaching
- the desired outcomes and time scale of the plan
- SMART targets (specific, measurable, achievable, realistic and timebound) measuring impact and success of the plan on improving behaviour

Examples of targeted strategies, resources, and behaviour interventions are listed below. This list is not exhaustive:

- The Boxall Profile – a behaviour assessment tool to identify specific areas of need
- Beyond the Boxall Profile – a tool informing provision to address behaviours
- Recommendations made by other professionals or services
- Coaching/mentoring with a trained adult, e.g. ELSA (emotional literacy support assistant)
- Emotion coaching
- Social stories
- Therapeutic stories
- Lego Therapy
- Social skills groups
- Circle time games/nurture group activities
- Role play activities

- A behaviour script for adults
- Direct teaching, instruction and practice
- Circle of Friends and/or a buddy system
- Interventions such as a sensory diet, identified through assessment sensory profiling
- A safe or quiet space when needed
- Visual supports

The risk a behaviour poses will also be considered. A risk assessment and a positive handling plan may also be written, particularly if an individual is deemed to be at risk of absconding, self-harm or displays physical behaviours.

Individual Positive Behaviour Support Plans, a risk assessment, and positive handling plans will be shared with the child (where appropriate), parents and school staff by the Headteacher/SENCo/Pastoral Lead. It is important that staff can understand the drivers and issues affecting behaviour, feel well informed and confident to address these through a consistent, strategic approach by adhering to plans put in place.

Staff must continue to record all behaviour incidences using the CPOMS system. This system can also be used by leaders to track improvement in behaviour.

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 in the Bound and Numbered Book and reported to parents as well as being logged on the CPOMS safeguarding system in school

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.

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. All school staff should read this guidance [Use of reasonable force in schools - GOV.UK (www.gov.uk)](www.gov.uk)

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school
- Stocked with appropriate resources
- Suitable to learn and refocus
- Supervised by trained members of staff

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The Headteacher will request that the pupil's class teachers set them appropriate work to complete.

The Headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

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 may include, but is not limited to:

- Re-integration meetings

- Daily contact with a named adult

Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural issues related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

6). 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 this referral.

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). Child-on-Child Abuse

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

8). Banned Items

The Headteacher and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
    - To commit an offence; or
    - To cause personal injury to any person, including the pupil themselves; or
    - To damage the property of any person, including the pupil themselves

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above.

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 in their absence, Assistant Headteacher, or by either of these members of staff themselves.

Where possible, the authorised member of staff carrying out the search will be of the same sex as the pupil. There should always be a senior leader present as a witness to the search, and ensure a written record of the search is kept.

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

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.

> An authorised member of staff may search a pupil's outer clothing, (e.g. a jumper or jacket being worn over a t-shirt, hats, scarves, shoes/boots), pockets, possessions, desks or lockers

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.

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 senior leader 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.

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).

9). Mobile Phones (including Smart Watches).

Children do not need a mobile phone during the school day and so we ask that they are not brought into school. We understand that where children have been given permission to walk home in Years 5 and 6, parents and carers may deem it necessary for their child to carry a mobile phone to school for safety reasons. In this situation, the phone must be switched off on arrival at school and stored in an agreed space in the classroom. It will be stored securely during the school day and pupils may collect their phone at the end of the day.

If a child were to be caught using a Mobile Phone during the school day, the phone will be confiscated, and the parent/carer will be informed by telephone and asked to collect the item at the end of the school day.

Smart Watches are not allowed in school. This is due to them having the ability to link to the internet and some having cameras, which can cause privacy issues and/or concerns around cyberbullying.

10). Behaviour Outside of School Premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in this policy will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can sanction pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform
- Travelling to or from school
- Taking part in any school-related activity
- In any way identifiable as being a pupil at the school

Staff may also sanction pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public
- Could have repercussions for the orderly running of the school

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

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

If staff are provided with evidence of online misbehaviour or bullying, contact will be made with parents and advice provided around safe use of technology. Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

11). Monitoring and Review

This policy will be reviewed by the Headteacher, Leadership Team and any other staff member deemed necessary on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy works in conjunction with:

- Child Protection and Safeguarding Policy

- Special Educational Needs and Disabilities (SEND) policy

The next scheduled review date for this policy is listed on the front cover.

Appendix

1). Behaviour Principles Statement

The following 'Behaviour Principles Statement' is set and authorised by the Governing Body of Leasingham St Andrew's Church of England Primary School.

Principles related to the aims and ethos of the school

• To ensure that children are happy and secure in this environment

• To encourage a positive and caring outlook towards all

• To help children develop their own self-esteem and confidence

• To help children develop as caring and responsible members of the wider community

The principles that guide these aims

All children are a gift from God. They are all special and should be allowed to develop and grow in a nurturing environment secure in the knowledge that they are all cherished. The school encourages tolerance, respect for others and self discipline in all its children. An opportunity will always be given for children to explain their actions. All children will be offered the same opportunities regardless of race, colour, creed or gender.

2). Zones of Regulation

The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad	Happy	Worried	Overjoyed/Elated
Bored	Focused	Frustrated	Panicked
Tired	Calm	Silly	Angry
Sick	Proud	Excited	Terrified

3). Consistent strategies for use by staff

The below strategies are taken from the use of the 'Three R's' from Beacon House.

REGULATE, RELATE, REASON.

We allow the children to be able to understand the consequences of their behaviour, we ensure they know the behaviour was bad (not them as a person) and we allow them to understand what needs to happen next.

Classroom Strategies

Step	Location	Examples of unacceptable behaviour	Action	Scripts	Responsibility
Initial	Classroom	Not on task Talking over adults Not following instructions Wandering about Interrupting learning of others	Discreet prompting from an adult that a certain behaviour is not acceptable and that expected behaviours are to be demonstrated	X your voice matters to me. Sometimes it is tricky to wait a turn isn't it? But we don't allow interrupting – it only feels good for everyone if we take it in turns for everyone to speak X Sometimes we get frustrated and our mouth speaks before we think. I don't communicate with you like that and I expect the same. How about we go to the Calm Space to talk about what is frustrating you?	All Staff
Step 1	Classroom	Continuing low level disruption as above Not completing learning Answering back to adults Ignoring instructions	Warning given	X I see that you are still struggling to follow the instructions given. Our classroom rules/golden rules state that…… You how need to demonstrate the correct behaviour. Do you need help to do this?	All Staff

Step 2	Classroom	Repeated behaviour previous steps	Final warning with next step outlines	I have given your time to show me the expected behaviour. I see you are still having trouble with this, if you continue you will need to take some time out of the classroom for reflection.	All Staff
Step 3	Classroom	Repeated low level behaviours Dangerous behaviour to self or others	Reflective time (5 minutes) outside the classroom.	I see that you cannot follow the expectations set out, you now need to leave the classroom to a safe space for some time out and we will have a chat.	All Staff
Step 4	Classroom	Invited back into classroom but behaviour still persists.	In the classroom, step 3 should be repeated but with the child also missing 5 minutes at lunchtime/break supervised by the teacher who will go through the restorative conversation script. Working outside classroom.	I can see you are still finding it tricky to follow expectations in our classroom, I now ask that you complete your work outside our classroom where it is quiet and safe. Lets go together. See restorative conversation script in appendix.	All Staff
Step 5	Classroom	Behaviour at above stage has not improved.	Referred to relevant senior member of staff (see section 3). This will be referred at the next break time, but if the problem needs immediate attention, referred to available SLT member or pastoral lead (use coloured cards). Parents may be informed at this stage.		All Staff SLT

Step					
Step 6	Anywhere Immediate response	Any of the following instances should be referred to the Headteacher/Senior Leaders immediately: • Violent behaviour • Deliberate vandalism of school property • Racist incidents • Homophobic incidents • Incidents that could be seen to incite terrorism or extremism	Situation will be dealt with by Headteacher/Senior Leadership team and parents will be informed.		Senior Leadership

Lunchtime Strategies

<mark>In the dining hall, the Midday Assistants will use a consistent 'hand up' approach to gain the children's attention. Midday Assistants will wait for quiet before addressing the children.</mark>

<mark>Outside, the Midday Assistants will wear hi-vis jackets, so they can be clearly seen by children.</mark>

Step	Location	Examples of unacceptable behaviour	Action	Scripts	Responsibility
Initial	Lunchtime	Running in corridors Not being friendly/sharing Not following one of the Golden Rules	Discreet prompting from an adult that a certain behaviour is not acceptable and that expected behaviours are to be demonstrated	X Sometimes we get frustrated and our mouth speaks before we think. I don't communicate with you like that and I expect the same. How about we talk about what is frustrating you? Keeping you and others safe is really important, by (insert action) you could hurt yourself or other people. Please stop and do _____ instead.	All Staff
Step 1	Lunchtime	Unauthorised access at certain times, e.g. in the toilet when they shouldn't be. Not being friendly/sharing Not following Golden Rules.	Warning given	X I see that you are still struggling to follow the instructions given. Our golden rules state that…… You how need to demonstrate the correct behaviour. Do you need help to do this? I can see you are having trouble playing together, let me hear from each of you and then we can discuss a plan forwards.	All Staff

Step 2	Lunchtime	Repeated play fighting -Repeated playing in toilets -Refusal to cooperate -Deliberately trying to damage school/school/another child's property	Final warning with next step outlines	I have given your time to show me the expected behaviour. I see you are still having trouble with this, if you continue you will need to take some time out on the playground for reflection. See restorative conversation script in appendix.	All Staff
Step 3	Lunchtime	Using unacceptable language -Throwing or damaging play equipment -Being purposeful dangerous on the climbing equipment -Leaving the playground -Repeated step 1 & 2 behaviours	Reflective time (5 minutes) walking with an adult on the playground.	I see that you cannot follow the expectations set out, you now need to walk with me so we can have a chat about what has happened. See restorative conversation script in appendix.	All Staff
Step 4	Lunchtime	Persistent Step 3 behaviours recorded or refusal to engage at step 3.	Referred to Midday Controller.	I can see you are still finding it tricky to follow our expectations, I am now going to call for the Midday Controller. (Midday controller will record incident in lunchtime behaviour book and will decide whether to escalate to the member of the school's leadership team 'on call').	All Staff
Step 5	Lunchtime	Any of the following instances should be referred to the member of the leadership team 'on call' immediately: • Violent behaviour • Deliberate vandalism of school property • Racist incidents • Homophobic incidents • Incidents that could be seen to incite terrorism or extremism	Situation will be dealt with by member of the leadership team 'on call' for lunchtime. Parents to be informed if deemed necessary.		Senior Leadership

4). Restorative Conversations and Reflection

Restorative conversations will be at the heart of our behaviour conduct in school where children will always be involved. These conversations will be constructive and allow children to learn from what has happened. When consequences are discussed together, the child will be more likely to take responsibility for their actions and learn from them. Children are given a "time in" to talk about what we can to do help improve their behaviour; they are encouraged to have the courage to explain what is happening to cause the behaviour. This may be part of a restorative conversation.

A traditional restorative conversation should include the following questions:

- What happened? – Allow the person to tell the whole story from their point of view

- What did you think when…? – Go back to different points of the story and ask what they were thinking

- How were you feeling when…? – Go back to different points of the story and ask what they were feeling

- Who has been affected? How? – Encourage the person to think of the wider 'ripple effect'

- How do you think they feel about that? - What were they feeling at the time?

- What could you have done differently? – Encourage time to think about alternative strategies or more appropriate behaviours

- What do you need to move forward and repair? – Reflect on how the situation can be repaired and resolved to allow them to move on. What could happen differently in the future?

Sometimes children will need some time and space to return to the green zone (see zones of regulation) before these conversations can take place.

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring. Teachers monitor pupils closely and discussions are held as a staff team around how we can best support them to improve their behaviour. Staff should become curious as to what the behaviour might be showing, perhaps discussing with the senior leadership team, mental health lead, SENDCo, pastoral lead or safeguarding leads where appropriate. This can lead to a greater understanding of the bigger picture for this child and what they may be communicating through these behaviours. In some cases, a PSP (Pastoral Support Plan) may be sought, to talk about what is going well in school and what our worries are with a plan in place to support the child.