LONG MEADOW SCHOOL

POSITIVE BEHAVIOUR POLICY

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"Teachers have a right to teach and children have a right to learn."

Purpose and rationale

The whole school Behaviour Policy exists to support the ethos and aims of Long Meadow School (LMS), ensuring all children can become effective learners within a supportive and positive environment. We aim to make our expectations of behaviour clear to the children from the start, planning appropriate activities and learning whilst setting realistic and consistent boundaries to allow a successful and safe learning environment for all. This then creates a safe environment in which all pupils can reach their full potential.

Promoting Good Behaviour

Our emphasis should constantly be on praise. We teach and constantly remind children the behaviours required to be a good learner.

Pupils need security if they are to learn effectively. Part of this security is created by an awareness of the behavioural expectations established by the school and recognition that there is a consistent use of praise when their behaviour is appropriate and sanctions when it is inappropriate. At LMS, children are encouraged to take on these responsibilities and also be responsible for their own behaviour when the desired behaviour is not exhibited. Children are encouraged to be independent - to learn how to sort out problems by themselves and know when to seek adult intervention.

Specific aims of the Behaviour Policy

- To encourage children to:
- develop care and respect for themselves, to increase self-esteem; to take responsibility for their own actions and take pride in their own achievements
- value others, empathise and respect their feelings; to co-operate with others and enjoy learning together
- to respect property, develop a sense of corporate responsibility for the school building and environment, encouraging a greater concern for the wider environment and the natural world

This policy also aims to:

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

Responsibilities

We value each and every individual within our school community and encourage their contribution to shaping a welcoming, safe and fair learning community for all. Children learn how they can make the classroom and school a safe and fair place for everyone, and that it is not acceptable for other people to make it unsafe or unfair.

The governing board is responsible for:

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

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body Curriculum Committee
- Giving due consideration to the school's statement of behaviour principles
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour

- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- All staff to endeavour to set positive examples of behaviour, planning the curriculum, school environment and classroom routines to allow appropriate behaviour
- All staff are responsible for the management of behaviour throughout the school and follow appropriate procedures

Teachers and staff are responsible for:

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

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

Parents and carers, where possible, should:

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

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

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

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

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

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

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

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, including the use of reasonable force, in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Our School Behaviour Curriculum- LMS Success #PROUD

At LMS, we want to prepare our children for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our curriculum, has been meticulously crafted to shape the character of our children, preparing them for a prosperous future.

Central to this endeavour is our behaviour curriculum, 'LMS Success'. Within this curriculum, we share exemplary good behaviour through clearly defined expectations, established routines, and ample opportunities for both our staff and children to practise, model, and refine these behaviours. Our aim is for our children to grasp the how and why of behaviour and have frequent chances to put this knowledge into practice, so these behaviours become second nature in their daily lives. Our behaviour curriculum is thoughtfully designed to be inclusive, accommodating children from EYFS to Year Six, with adaptations made to cater to the unique needs of every child, including those with SEND and other additional requirements.

Our commitment is to foster success in every child so they can be #PROUD of who they are and how they behave.

Lifelong Behaviours

- Say "Good morning/afternoon" to adults
- Respect others right to learn
- Follow trusted adult instructions
- Aiming to be the very best you can be
- STAR
    - Sitting or standing up straight
    - Tracking the teacher
    - Attention at all times
    - Respect towards others

Have **M**anners

- Say "Please" and "Thank you"

- Hold doors open for people
- Talk kindly to each other
- Respect school property by looking after it
- Use a calm and polite tone of voice
- Value differences

Be **S**afe

- Sitting sensibly in the classroom
- 'Walking tall' through the corridors
- Playing games that do not become too physical
- Using calm and respectful tones when we communicate

Positive behaviour reflects the values of our school, a readiness to learn and respect for all. This is established through creating an environment where good behaviour is more likely than poor conduct. We teach these behaviours to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. This then requires to be positively reinforced when expectations are met, and relevant sanctions are required where rules are broken. These are both need to support our whole school culture.

We use routines to teach and reinforce the behaviours expected of all pupils. All children are reminded of ***LMS Success*** at the start of key parts of the year, as well as through assemblies and PSHE. This will also include the consequences of unacceptable behaviour. We have whole school routines and signals. These are simple and visual so everyone knows and can access them.

To show what successful behaviour looks like, pupils are expected to:

- Arrive at school calmly
- Behave to a high standard at lunchtimes, breaktimes and outdoors
- Use Legendary lining up
- Respond to adult hand signals (1,2,3, silent signaller and talk to your partner)
- Follow our end of day routines
- Know how they should behave when using the toilets
- Wear the correct school uniform
- Show respect to all members of our school community and each other by behaving outside of school or online
- Know that manners matter
- Be proactive to prevent bullying
- Accept consequences when they are given

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

Definitions

Misbehaviour is defined as:

- Disruption to learning, in corridors, and at break and lunchtimes
- Non-completion of learning
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence 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 such as interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are

computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

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

The Golden Rules

At the beginning of each academic year, Golden Rules which determine appropriate behaviour within the classroom, around the school, at lunchtime and in the playground will be revisited. These rules will be displayed in each classroom and shared with parents, through the Home-School agreement. The Golden Rules are:

- Follow instructions
- Be honest
- Be kind, gentle and polite
- Value people's belongings

Circle Time / Campfires/PSHE Lessons

Circle time/Campfire sessions are used to promote a more caring and supportive environment enabling all members of the school community to feel valued and respected. Circle time is held on a regular basis and allows the class to tackle problems together, offering suggestions to resolve relationship and behaviour difficulties. Children are encouraged to take responsibility for their own behaviour and support others within the class, suggesting ways to maintain and improve good behaviour and relationships. Campfires, linked to our school values take place every half term.

Learning Mentor

The role of our Learning Mentor is to support teachers in removing barriers to learning. She will work alongside teachers, school staff and parents to support children as follows:

- referrals: children may be referred for a range of reasons, e.g. low self-esteem, poor behaviour. The Learning Mentor may meet with the child, set up and carry out programmes to support the child and monitor progress towards targets
- support for behaviour: when available, the Learning Mentor will support (and may remove) children who are disrupting lessons, deal with incidents and reintegrate children to class as soon as possible and when they are ready
- identify and help to set up initiatives aimed at improving behaviour, e.g. playground buddies, clubs

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

Please refer to the schools Anti-bullying policy for further details

Responding to behaviour

In the classroom

Careful organisation in the classroom encourages appropriate behaviour. All staff aim to be fair and consistent, setting realistic expectations for the children and communicate class Golden Rules. These expectations are discussed, clearly displayed and regular reminders are given as part of everyday teaching. Staff also try to avoid reinforcing attention-seeking behaviour.

Staff are expected to:

- Promote the school values and agreed Golden Rules
- Address poor behaviour quickly and calmly
- Create a calm and safe environment for pupils
- Establish and maintain clear boundaries of acceptable pupil behaviour
- Implement the behaviour policy consistently
- Communicate the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Model expected behaviour and positive relationships
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Consider their own behaviour on the school culture and how they can uphold school rules and expectations
- Record behaviour incidents promptly on TrackitLights
- Challenge pupils to meet the school's expectations

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

Children are expected to:

- Show the School Values thought their words and actions
- Follow the agreed Golden Rules
- Organise themselves, their workspace and belongings
- Move around the school in a quiet and calm way
- Produce their best quality work, working independently and co-operatively.

In the school environment

Children are encouraged to feel part of the whole school and look after the school building and surrounding environment. They are encouraged to participate in whole school events and take on increasing levels of responsibility as they move up the school.

Inside the building children are expected to move and work in a positive and calm manner and eave communal areas such as specialist rooms, hall, toilets, and cloakrooms clean and tidy, in a suitable condition for others to use

In the playground – playtime and lunchtimes

At breaktimes children need to show self-discipline, be polite and have consideration for the safety and the feelings of others, whilst at the same time being able to enjoy themselves. Staff on playground duty are responsible for ensuring good behaviour on the playground and will inform class teachers of specific incidents and behaviour causing concern.

At lunchtime the children are supervised by the Midday Supervisors Assistants. The children are expected to behave in a controlled way as they eat their lunch.

During wet breaktimes and lunchtimes, children remain indoors and are supervised by the staff on duty. Connecting doors between classrooms will remain open and children are expected to play sensibly.

School Systems

Incentives – rewarding and responding to good behaviour

A range of rewards are used at LMS to recognise and celebrate all forms of academic, social and sporting success.

LMS uses Positive Points (Green points) across the whole school to record positive behaviour. Individually, children can collect their points to receive an individual reward from the class reward list (for every 10 points).

A larger, whole class reward (decided by the children in each class) is gained when the class cumulatively receives 500 points.

LMS Legends are awarded to a child from each class, each week and are celebrated as a whole school and parents are informed. These awards celebrate the whole child. These are always earned and are not given out on a rota.

Other behaviours may be recognised individually in school by specific teachers and adults in different ways.

Consequences – responding to misbehaviour

Despite focusing on rewarding positive behaviour, we recognise that at times, children may choose not to follow our Golden Rules. Sanctions will be used in a balanced way and will focus on the act and not the child. Pupils should be helped to understand why their behaviour is not acceptable.

'The whole school community must promote positive behaviour reinforcement.'

Behaviour Level Procedures.

'Teachers have the right to teach and children have the right to learn. Children who break our school rules, stop teachers from teaching and stop themselves and others from learning.'

There are times in every classroom when children may disrupt others. The school procedure begins when a child has been given a chance to correct their behaviour and has **CHOSEN** not to do so or choose a given alternative.

Behaviours are graded according to their severity and appropriate sanctions are applied. Five levels of unacceptable behaviour and appropriate sanctions have been identified.

Level	Severity	Consequence
Low Level	Low	Verbal reminder/warning given
Orange	Choice	Time out in class

Yellow	Moderate/ serious	Time out in parallel class and Parents informed.
Red	Serious	Time with SLT and Parents informed.
High Level	Very serious	See Assistant/Deputy Head Possible internal seclusion.
	Extremely serious	See Head and parental involvement. Possible Suspension/Permanent exclusion

All behaviour is recorded using our whole school electronic tracking system 'TrackitLights" Both positive and negative behaviours are recorded through the Interactive Whiteboard. These act as a visual prompt for children but also allow analysis, on many levels, by Senior Leaders to support children, parents and staff alike.

Low level

- Strategies developed within the class are used.
- Child is reminded of the importance of appropriate learning behaviour.
- Use their name and explain the affect their behaviour is having
- This should not be a request, but a direction.
- Adult must then state that this is the child's only warning

For repeated Low-level reminders, child moves to Orange and is reminded the next sanction is removal from class.

Orange Level

Child moves to timeout area within the class and is reminded the next sanction is removal from class

Possible (not exhaustive) behaviours exhibited at Orange (after a warning if deemed necessary)

- Persistent Fiddling/distracting others
- Accidental damage through carelessness
- Inappropriate noises
- Persistently talking when someone else is
- Teasing/winding others up
- Throwing equipment
- Choosing not to line up correctly
- Telling lies
- Name calling
- Not listening
- Shouting out
- Leaving room without permission

Yellow Level

1. Child is sent to neighbouring (buddy) class to explain their behaviour.
2. They return to class once they have completed any learning and the teacher has asked them to return to their class.
3. This should be a timed period and the time should be visually displayed using a timer / sand timer etc. where possible. It should be no longer than 15 minutes.
4. Child will lose 5 minutes of their class reward and if this occurs at a break/lunchtime, they should receive a missed break/lunchtime
5. Once the child returns to the lesson, should a further reminder need to be given, it will result in the loss of a further period of reward.
6. Yellow Level letter given by the class teacher and text home reminder from the office

Possible (not exhaustive) behaviours exhibited at Yellow

- Rudeness to a member of staff
- Deliberate pushing
- Negative peer pressure
- Refusal to complete a task
- Exclusion of others on purpose
- Breaking health and safety rules
- Damaging work
- Spitting
- Disrupting the class so that learning is affected

Should a further reminder be needed, the child will be moved to Red level

Red Level

1. Child is sent to SLT and will stay on internal seclusion to complete their work. This could be in the Phase Leaders class or in/outside the Leadership room.
2. The child should not return to their normal class for at least one session.
3. Children will lose up to 15 minutes of their class reward time.
4. They return to class once SLT has returned them to class

Parents should be informed at the end of the day if the child has had to spend a period of time with SLT. A member of SLT will issue a Red letter that states that the child has had to spend a period of time out of the classroom during that day.

Possible (not exhaustive) behaviours exhibited at Red

- Swearing at a member of staff
- Being sexually explicit
- Vandalism
- Theft
- Damaging property
- Threatening other children
- Persistent refusal to obey rules
- Fighting
- Swearing
- Punching
- Kicking
- Bullying
- Sexual assault
- Homophobic behaviour
- Racist behaviour
- Refusal to complete a task

Persistent Level 3 behaviour may also result in suspension. This does not affect the Headteacher's right to take immediate action (including Permanent exclusion) in the case of any serious incident.

Serious Incidents or repeated incidents

- Children who are seen to break school rules through a serious offence are immediately removed from the classroom to a member of the SLT**.** This applies also to children who repeatedly break school rules.
- Internal seclusion (learning in school but not in class) may be used in the first instance or suspension (child not on school site) may be used. These can be for a certain number of days or may be a permanent exclusion
- In cases of extremely aggressive and / or disruptive behaviour, i.e. physical or verbal attacks on others, immediate withdrawal from the playground / classroom will occur. Incidents are recorded on TrackIt Lights and discussions may take place with the teacher, Assistant/Deputy Headteacher and parents. Individual targets or

an Individual Behaviour Plan may be made with these children and monitored on a regular basis in consultation with the Assistant/Deputy Headteacher.

- For children who find it continually difficult to follow the Golden Rules, special strategies will be implemented to support them. This may include the use of clear targets with specific rewards. Alternative rewards and consequences may be used if those in this policy are considered inappropriate. The SLT will decide on when parents are contacted and what future strategies will be used. The school prides itself on doing 'Different for different'.

Please note that participation in residential visits is dependent on high quality behaviour during the year. A review of children's behaviour will be undertaken prior to the trip and parents will be contacted by staff to discuss/be informed of any concerns they have. Members of staff may also decide to prohibit a child's attendance of the trip if they consider that the child's behaviour presents a threat to their own safety or the safety of others.

Possible procedures for dealing with behaviour of a serious nature

- Withdrawal from class for the rest of the day (internal seclusion)
- Telephone call or letter to parents asking for a meeting
- Case conference involving parents and support agencies
- If a problem is severe or recurring then internal seclusion/suspension procedures maybe implemented
- Permanent exclusion, after consultation with the chair of the governing body, LA guidelines and DFE guidance.

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.

Parent/Carer Involvement

It is the school's policy to welcome the interest and close involvement of parents. Parents are invited to sign a Home / School Agreement. Parents are welcomed to the school and are encouraged to make an appointment if they have a specific matter to discuss with the class teacher, Phase Leader or member of the Senior Leadership Team. The development of positive behaviour patterns and self-discipline is seen to be a gradual process which begins at home. We hope that parents will support the school's behaviour policy and take corporate responsibility for the care of the school building and environment and for the personal safety and behaviour of the children. An information leaflet on promoting good behaviour is also made available to parents. Parents have regular opportunities to liaise with the child's teacher and exchange information about their progress and behaviour.

If a child's behaviour is giving the school cause for concern, parents are always contacted and involved at an early stage. Parents are invited to work with the class teacher in order to support the child in teaching appropriate behaviour.

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 plan (EHCP), the provisions set out in that plan must be secured and the school will 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. This could include;

- Short, planned movement breaks
- Adjusting seating plans
- Adjusting uniform requirements
- Training for staff
- Use of separation spaces (sensory zones, sensory garden or nest time etc) where pupils can regulate their 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 findings to any of these 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Restrictive interventions including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions. Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways. Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

Please see our restrictive intervention policy for more information.

Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the select appropriate [headteacher / designated safeguarding lead (or deputy), to try to determine why the pupil is refusing to comply.

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

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

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

‘Outer clothing’ includes:

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

Searching pupils' possessions

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

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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.

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 headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action. If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence- child to child

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

Malicious allegations
Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy.

Serious Sanctions

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 SLT, and will be removed for a maximum of one session. 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:

- Meetings/interventions with Learning Mentor
- Use of Learning Support Assistants
- Short term behaviour cards
- Long term behaviour plans
- Referral to Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on Trackitlights

Suspension
The school can use suspension 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 will be made by the headteacher. Please refer to our exclusions policy for more information

Permanent Exclusions
A permanent exclusion can only be in response to a serious breach, or persistent breaches, of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil and others in the school and only as a last resort

- In the absence of the Headteacher, the Deputy Head Teacher is able to exclude a pupil
- Pupils' behaviour outside school can be considered grounds for exclusion
- Alternatives to exclusions are always considered and early intervention strategies can be put in place, e.g. the use of internal seclusion or suspension.

Education and Inspections Act 2006
This act gives statutory powers to schools to:

- Search pupils for weapons
- Discipline pupils for breaches of school rules, failure to follow instructions or unacceptable conduct
- Impose sanctions - all adults and staff in charge of pupils have the power to do this
- Confiscate inappropriate items
- Discipline children's behaviour outside of schools (abuse to staff, visits and residential visits)

Record Keeping
The school uses an in-class electronic tracking system called TrackitLights. This provision within the school's ongoing system of record keeping to record comments about the children's general behaviour; however, if a child's behaviour needs monitoring or is causing concern, more detailed notes may be kept by the class teacher. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept. These are also kept electronically on CPOMS as part of the school overall individual child logs.

The school will collect data on the following:

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

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

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

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

Monitoring and review of school's behaviour policy
This behaviour policy will be reviewed by the headteacher and the Governors Curriculum Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Headteacher

The written statement of behaviour principles will be reviewed and approved by the Governing Board Curriculum Committee annually.

Staff Induction, development and support

- All new staff receive and induction to our policy and procedures when starting.
- All staff receive regular updates, training and support within CPD sessions focused on (not exhaustive);
    - The proper use of restraint if required
    - The needs of the pupils at the school
    - How SEND and mental health needs impact behaviour
    - School policy and procedures
    - DFE Guidance and updates

Behaviour management will also form part of continuing professional development. This will ensure consistency across the whole school.

Pupil Transition

- All pupils are inducted into the Positive behaviour system at the start of each year, ensuring they are clear about all of the rewards, consequences and the process behind them
- They will also be made aware of the expected standard of behaviour they should be displaying at school, that they have a duty to follow the behaviour policy, the school's key rules and routines and the pastoral support that is available to them to help them meet the behavioural standards
- Children are also re-inducted in the systems during assemblies and through our PSHE curriculum
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.
- 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.

LMS Statement of Behaviour Principles

● Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

● All pupils, staff and visitors are free from any form of discrimination

● Staff and volunteers set an excellent example to pupils at all times

● Rewards, sanctions and reasonable force are used consistently by staff, in line with the Positive Behaviour Policy

● The Positive Behaviour policy is understood by pupils and staff

● The Exclusions Policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspensions permanent and exclusions

● Pupils are helped to take responsibility for their actions

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

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

This written Statement of Behaviour Principles is reviewed and approved by the Curriculum Committee every year.