

John Keble Church of England Primary School



Behaviour, Relationships and Anti-Bullying Policy

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Rooted together in love, growing without limits...

Believing in the worth of every individual, we are a nurturing, Christian sanctuary of learning, where all can flourish. We aspire for everyone to achieve heights of success, to deepen courage and to experience breadth of creativity, knowing the joy of God's love

Contents

1. Aims
2. Legislation, statutory requirements and statutory guidance
3. Definitions
4. Bullying
5. Roles and responsibilities
6. School behaviour curriculum
7. Responding to behaviour
8. Serious consequences
9. Responding to misbehaviour from pupils with SEND
10. Supporting pupils following a consequence
11. Pupil transition
12. Training
13. Monitoring arrangements
14. Links with other policies

Introduction

John Keble School is a multicultural school, which nurtures Christian faith. The climate and ethos of the school as a whole is central to establishing and maintaining high standards of behaviour. The focus on Christian values throughout the school helps children understand their behaviour and its consequences for others, appreciate the choices they have and learn from mistakes they have made. It wants to equip the children with life skills and to help our community learn to understand the consequences and impacts of their actions. A restorative approach is integral to who we are as a school and we have made this process the foundation to every aspect of school life. We believe in adults living and modelling these behaviours for the children too.

John Keble is a restorative school. We believe that by using a restorative process and bringing those harmed by conflict, and those responsible for the harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward.

The school actively builds an ethos, which promotes trust, restoration of relationships and looks to repair harm at every opportunity. We believe that children have the right to feel safe and feel accepted.

We believe that:

- All members of the community should feel safe, happy and cared for in school
- Children & adults should be asked what they need in order to get the best out of themselves
- We should 'teach' skills to enable and empower children to make good relationships
- We must provide systems that will support children and adults if relationships break down
- Any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put things right

1. Aims

This policy aims to:

- Establish a whole-school consistent restorative approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Help children grow up into confident, tolerant, considerate young people ensure that everyone at John Keble School can listen to others and feel listened to
- Show children how to respect themselves and to show others the same respect
- Help children to understand the needs of others
- Teach children to care for their own belongings and their surrounding environment
- Create an environment where education is a partnership between home and school
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

- Define what we consider to be unacceptable behaviour, including bullying and discrimination

To help achieve our aims: children, staff, parents, carers and members of our community will:

- Speak to one another in a calm manner
- Work together
- Listen to each other
- Tell their truth
- Try to understand each other's point of view
- Seek solutions which will repair any harm/upset caused
- Avoid 'put downs', shouting and sarcasm
- Actively seek to build, maintain and repair relationships

2. Legislation, statutory requirements and statutory guidance

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

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

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

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour and harmful behaviour is defined as:

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

Serious misbehaviour and harmful behaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Confectionary, biscuits, crisps, nuts and sweet drinks (due to allergies and medical conditions)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At John Keble School we acknowledge that bullying is one of the most distressing experiences a child can encounter. Bullying can make the lives of victims a misery; it can undermine their confidence and self-esteem and can destroy their sense of security.

Bullying can have a life-long negative impact. Children have difficulty learning and it can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious

and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst, bullying has been a factor in suicide.

It is our responsibility as teachers and caring adults to protect children from bullying of any kind and to ensure the school environment is a place of emotional and physical safety for all children. For this reason, we see bullying as part of a continuum of behaviour and therefore our Anti-Bullying Policy and Procedures is best placed within the school's Behaviour Policy. The Anti-Bullying Policy also needs to be read in conjunction with the Child Protection Policy, Safeguarding, E-Safety Policies and the school's Equality Plan.

It is the responsibility of the whole school community – pupils, staff, parents/carers, governors – to work in cooperation towards building and maintaining an anti-bullying ethos in the school. Pupils and adults should realise that bullying behaviour is not acceptable and will not be tolerated. We strive to create and maintain a safe and supportive environment in which pupils and adults feel willing to report behaviour, confident that they will be listened to and action taken to remedy the situation.

At John Keble School the ratio of staff to children ensures that pupils are adequately supervised and bullying can be more easily pinpointed. However, because of the difficulties the children have, bullying can and will occur. Our challenge is to minimise this and ensure effective and quick steps are taken to deal with it.

There is no 'hierarchy' of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. Bullying can take place between pupils, between pupils and staff, or between staff, by individuals or groups. It can be face-to-face, indirect or using a range of cyberbullying methods.

Brent has its own guidelines on issues relating to bullying among school staff.

Signs of bullying

We recognise that children who are bullied may not always be prepared to tell someone. It is important therefore that members of staff, parents and others who deal with the children are observant and alert for signs of bullying. These might include:

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Being easily distressed
- Damaged or incomplete work
- Complaining about missing possessions
- Refusal to talk about the problem

Approaches to tackling bullying

Creating a positive ethos and preventing bullying

At John Keble School, we believe that the most effective way of combating bullying is through a preventative, proactive approach that emphasises the importance of respect for individual differences and the value of friendship and caring relationships. The Restorative Approach, Christian values and ethos of the school reinforce this and provide a framework for children to reflect on their behaviour and attitude towards others.

Ways in which we strive to create a positive ethos include:

- Assemblies which offer the opportunity to discuss bullying
- Regular E-Safety assemblies and parent/carer workshops to raise awareness of cyberbullying, how to prevent it and what to do if it happens.
- We take all incidents of bullying seriously. All children are made aware that bullying is a serious offence and they are encouraged to inform an adult whenever a bullying issue arises.
- Lessons in PSHE.

Reporting of bullying incidents

Children of all ages are encouraged through explicit messages to bring bullying concerns to the attention of another person – teacher, support staff, friend, parent, sibling - as quickly as possible. Children can use the learning mentor, SLT and any staff to raise issues.

Parents/carers are invited into school to coffee mornings on various aspects of behaviour and safety including anti-bullying and E-Safety. Bullying issues can also be picked up through attendance monitoring and parents/carers must inform the school straight away if their child shows signs of not wanting to come to school.

Responding to incidents of bullying

When issues arise, the school procedure is to report the incident immediately to a member of the Inclusion Team and/or SLT. The school's procedure for dealing with an incident involves a restorative approach and a number of stages:

- Talking to the different parties separately. The victim needs to be reassured that s/he has done the right thing by reporting the situation and everything should be done to restore the victim's self-confidence and self-esteem.
- Bringing all parties together and an agreement drawn up. If the victim agrees, the facilitator acts as mediator between her/him and the perpetrator and encourages the two sides to talk and hopefully resolve their issues.
- Various strategies might be appropriate e.g. a written or verbal contract between different pupils, a support group of buddies or a discussion/circle time with the whole class to learn from the incident.
- Informing the parents of the incident and how it has been dealt with (this can be done at any stage in the process).
- Monitoring the behaviour of all children involved.
- Referral on for further support for either parties if needed e.g. Inclusion Team, school play therapist

- Support for the wider peer group or class if needed e.g. circle time.

Children who continually display physical or verbal intimidation or violence towards another child may be withdrawn from class. This will be discussed with parents and discussed at welfare meetings. Intervention work will be done with the child to seek to understand why this is happening. Advice will be sought from the Local Authority if there is no improvement.

Playtimes and lunchtimes are times when bullying, fighting and other forms of unacceptable behaviour are more likely to occur. All staff take children's concerns seriously and any reports or suspicions around bullying are reported to a key member of staff.

The technology available at school and devices lent to children have safeguards in place to ensure children cannot access inappropriate content or, in the case of devices at home, notify school when inappropriate material is accessed. Where there is reason to believe a child may be accessing inappropriate content outside of school, or may be involved in or experiencing online abuse, this will be brought to the attention of the child's parents. We will refer to safeguarding and behaviour procedures to ensure a prompt and appropriate response for each case. A referral may also be made to Social Care and the Police if there is a concern for a child's safety and well-being.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Leading on the school's restorative approach
- Reviewing this policy in conjunction with the governing board
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff use a restorative approach effectively
- 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 restorative culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in a restorative approach, 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 consequences and support when necessary
- Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

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

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

- Take part in the life of the school and its culture

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

5.5 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- Pupils in Years 5 and 6 are allowed to have mobile phones
- Phones must be handed to the classroom teacher on arrival at school, switched off and placed in the phone box
- There will be exceptions to the rules for medical or personal reasons
- The school is not liability in case of loss or damage of phones brought into school

7. Responding to behaviour

The Restorative Approach

At John Keble School, everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

What happened? Draw out each person's story one at a time.

What do you think and feel about that? Establish what each person was thinking at the time, before and since.

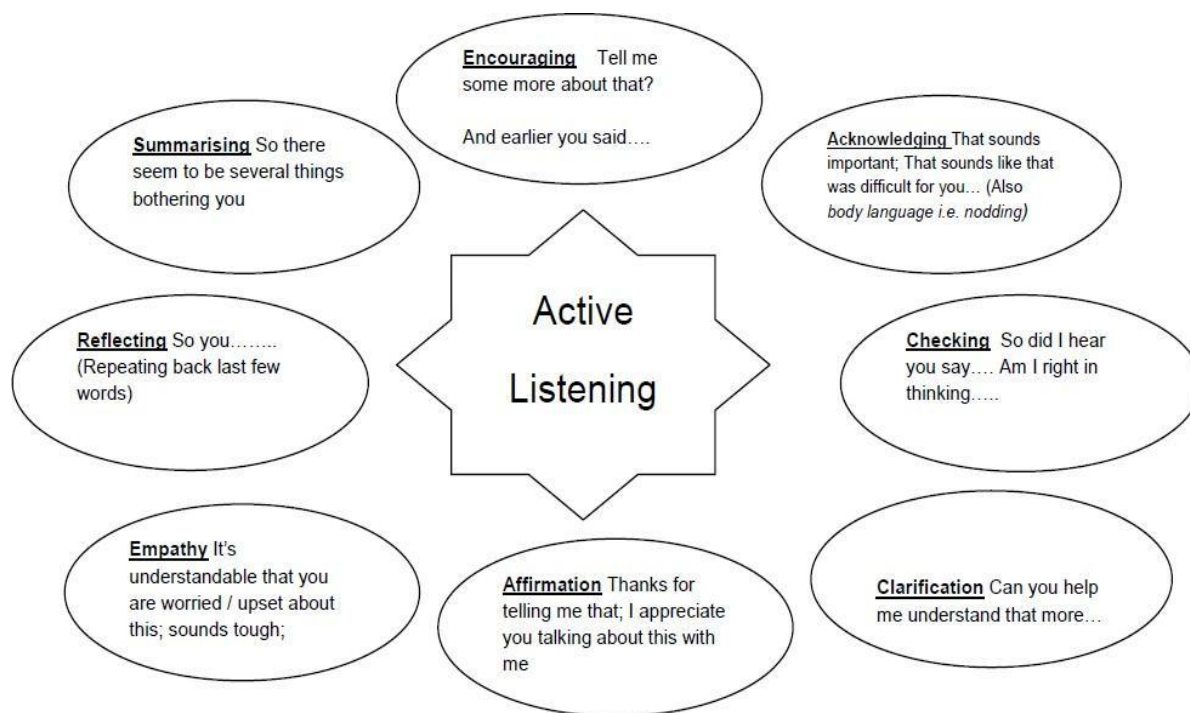
Who has been affected and how? Find out who has been harmed/affected and how.

What are the needs of those involved? Establish what those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process, but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement, as to how to move forward after a conflict, they are more likely to abide by it, than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement, we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.



Implementation of the Restorative Approach

At school, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. Whilst we work with the 5 stages of the Restorative Approach, we are conscious that we adapt what we do to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources, such as photographs, are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative stages at their own pace.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

7.1 Classroom management

Within our restorative approach, teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

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

7.2 Safeguarding

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

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

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

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

7.3 Responding to good behaviour

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

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

Positive behaviour never goes unnoticed in school and it is essential that we recognise it in a variety of ways. It is important to recognise how much it is appreciated and to communicate that to pupils.

This is done in the following ways

- Appreciation – tell children exactly what you appreciate about their behaviour.
- Praise – be specific about what you are rewarding
- Communicating praise to parents via a phone call or written correspondence

- Individual dojos

7.4 Responding to misbehaviour

Procedures - 'What to do when things go wrong with our children'

We have set procedures, which have been developed and shared with the whole staff. This is to ensure consistency and accurate monitoring. It is important that we always consider the underlying needs of the pupil and use the incident as an opportunity to help equip the children with life skills

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

Staff will endeavour to create a predictable environment by helping our community learn to understand the consequences and impacts of their actions through restorative conversations.

addressing behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

When giving behaviour consequences, staff will also consider what

The school follows 8 behaviour steps:

1. Celebrate positive behaviour choices
2. Verbal reminder of expectations
3. Restorative discussion
4. Verbal warning
5. Dojo lost
6. Work in another classroom
7. Reflection with SLT
8. Phone call home/ letter home

Teachers may use the following consequences in response to unacceptable choices:

- Expecting work to be completed at home, or at break or lunchtime
- School-based community service (needs to be directly related to the poor choice)
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

The importance of being flexible - all children are individual

Please note: If the 'everyday' measures listed above have limited effect, we move to another stage of the process. However, this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles, but flexible in our practice. This may involve a more in depth look at the child's behaviours and the setting up of interventions to improve their behaviour. These might include:

- Regular catch-up when the child is collected
- A weekly report card
- A personal sticker chart
- Actions and Consequences
- Regular meetings with parents to discuss progress
- Work with a mentor or drop in therapist for emotional support
- Pastoral Support Plan
- Behaviour Plan
- 1:1 Support from our therapists or mentors
- Risk Assessment
- Meeting between Inclusion Manager (if an area of SEN has been identified), Assistant Head, Deputy Head or Head of School and parents to discuss the issue and decide on action
- Involvement with Brent Inclusion Team

We remind ourselves at this point that **'the behaviour is the problem'** not the child. This discussion often takes place in our weekly meetings between the SENDCO, main therapist and Headteacher. To support this process, we may need an **internal exclusion**. This may involve the child spending either half or the whole day working on their own. This will involve the Senior Leadership Team ensuring the child's needs are met. They have their lunch on their own and do not attend assemblies or go to playtimes.

How do we record what has happened?

- I. Low level corridor/classroom/playground - mini RA conference, which is unlikely to have further implications - no recording needed. E.g. pushing on the stairs, laughing at someone, etc.
- II. More serious/reoccurring dispute - mini RA conference needs to be recorded and logged on CPOMs.
- III. Physical violence needs to be recorded and logged on CPOMs. If this is a fight or severe physical violence, this needs to be referred to SLT immediately after the RA, on the day, as it might result in an exclusion.
- IV. Racist/homophobic incidents need to be recorded and logged on CPOMS and SLT notified.

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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

7.6 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

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

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

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

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any consequences 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.

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

- The appropriate adult agrees

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

7.7 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour consequences 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

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

7.9 Suspected criminal behaviour

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

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

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

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive

- Decided on a case-by-case basis

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

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

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

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Removal from classrooms

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

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

Removal is a serious consequence 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 qualified teacher.

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. A restorative conversation will take place between the two parties. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

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

- Use of teaching assistants
- Long term behaviour plans
- Regular catch-up when the child is collected
- A weekly report card
- A personal sticker chart
- Actions and Consequences
- Regular meetings with parents to discuss progress
- Work with a mentor or drop in therapist for emotional support
- Pastoral Support Plan
- Behaviour Plan
- 1:1 Support from our therapists or mentors
- Risk Assessment
- Meeting between Inclusion Manager (if an area of SEN has been identified), Assistant Head, Deputy Head or Head of School and parents to discuss the issue and decide on action
- Involvement with Brent Inclusion Team
- Pupil support units

- Multi-agency assessment

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

8.3 Suspension and permanent exclusions

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

The school anticipates and tries to remove triggers of misbehaviour. Examples include:

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

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence 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.

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

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

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

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

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate 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.

10. Supporting pupils following a removal from the school due to a suspension or time spent in a pupil referral unit or another setting.

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

The pupil will have

- Support from Brent Inclusion Team
- A pastoral support plan (PSP)
- Regular Contact with parents

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

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

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

12. Staff training

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

- Restorative Approach
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Refresher training in the Restorative Approach is to be provided for all teaching and support staff on a regular basis, in order to maintain confidence in this approach.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every year by our AHT responsible for inclusion.

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

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

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

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Physical restraint policy
- Allegations against staff Policy
- SEND Policy
- Digital Safety Policy