

Behaviour policy and statement of behaviour principles

Duke of Norfolk CE Primary School



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1. Aims

We believe that every member of our school community should feel welcomed, respected, valued and encouraged as an individual; in accordance with our school's values, vision and ethos which states.

GROW

Gracious, Resilience, Ownership, Well-Being

From 'Tiny acorns, great forests grow.'

Central to this aim is the expectation that the children of Duke of Norfolk C of E Primary will display high standards of behaviour and treat other people as they would wish to be treated themselves.

Our school Behaviour Policy is designed to promote good relationships; so that all members of our school community can live and work together in a supportive way. It aims to promote an environment which helps children develop into confident, well-motivated and hardworking individuals who enjoy school and have a high self-esteem; and who go on to achieve their full potential; because they feel happy, safe and secure.

This policy aims to:

- Create a positive culture that promotes excellent behaviour,
- To foster a caring atmosphere in which teaching and learning can take place in a safe and happy 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
- To provide an inclusive framework that is supported and followed by all members of the school community at Duke of Norfolk CE Primary School
- To resolve behavioural problems as they occur with the expectation of achieving an improvement in behaviour

Also, the key British Values:

- Mutual respect and tolerance of those with different faiths and beliefs
- Democracy
- Rule of Law
- Individual Liberty

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and 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:

- 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

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Failure to follow direction from a member of staff
- Poor attitude towards work, staff and other children

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - 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, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking/Vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned 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 use of mobile phones or smart watches or similar devices during school time.

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobia • 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, 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 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

It should be recognised that some forms of bullying constitute a crime, e.g. assault. Sometimes, an individual will experience different types of bullying simultaneously.

Section 89 of the Education and Inspections Act 2006 sets out an expectation that all schools will have measures in place to prevent bullying. Schools are able to develop their own policies and practices for tackling bullying. (See Anti-Bullying Policy).

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying policy.

5. Roles and responsibilities

5.1 The governing board

The Duke of Norfolk Governing Body is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Duke of Norfolk Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintain Positive Behaviour Plans for key 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 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 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. (see Home School Agreement)

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, or when representing the school offsite, such as on school trips and visits
- 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.

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

We want to support our pupils to grow into adults who are polite, respectful, grateful and who always consider others. We believe that as pupils practice these behaviours, over time they become automatic routines that positively shape how they feel about themselves and how other people perceive them.

At the start of each term, the behaviour curriculum is revisited with pupils and will continue to be reinforced throughout the year. This is also called the school code of conduct and forms the basis of the class rules.

Teachers will also demonstrate these behaviours and ensure pupils have time to practice these (particularly in the first few days of term). For example, a lining up order should be taught in the classroom but must be reinforced in different locations and times throughout the school day e.g. at lunchtime. It is expected that all pupils will know this content.

Pupils are expected to follow the dukes code of conduct:

- Never use unkind words or actions against anyone
- Show respect to people and their belongings
- Make it possible for everyone to learn
- Move quietly and calmly around the school
- Treat the school buildings and property with respect
- Look smart on the correct uniform
- Accept consequences when given
- Make Dukes proud when out of 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

At Duke of [Norfolk CE Primary School we follow the DfE's [mobile phone](#) and [behaviour](#) guidance. We have a separate mobile phone policy.

- Pupils are not allowed to have mobile phones with them on-site, any devices brought into school must be handed into the class teacher at the start of the school day. Unless the device acts as a medical device and is a part of a Health Care Plan (see below).
- Phones should be stored during the school day in the class tin/basket and returned to pupils at the end of the day by a member of staff.
- There will be exceptions to the rules for medical or personal reasons where an agreement with parents will be provided and parental permission given.
- Liability will not be accepted for any mobile device not handed into school at the start of the school day.
- Pupils sign the school mobile phone code of conduct.

7. Responding to behaviour

7.1 Classroom management

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 (Dukes code of conduct), see section 6
- 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, this can be found on the school website.

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 will be rewarded with:

- Positive verbal praise and feedback
- Written feedback following a piece of work.
- Pupils' work is given recognition through marking, display, celebration assemblies and sharing work with others.
- Visits to other members of staff to receive praise such as the team leader, Assistant Headteacher or Headteacher to celebrate their work or behaviour
- Communicating praise to parents directly at the end of the school day, via a phone call or in written correspondence.
- Celebration Collective Worship, teaching staff nominate children from their year groups to receive certificates; for effort or achievement such as the Gold Award, Star of the Week or Star Writer Award
- Positions of responsibility, such as prefect status or being entrusted with a particular responsibility such as School Councillor or Playtime Leader.
- Whole class rewards such as Golden Time (Nursery/EYFS/Key Stage 1)
- House Points (House Points are put in books for excellent learning/effort). House Team Totals are announced each week as a part of Celebration Collective Worship.
- End of Year Awards
- Mentions in the monthly school newsletter
- Stickers may be used to reward younger children for their efforts, and these are worn so that the children feel proud when others ask what they have been given the sticker for or attached to a piece of work

- Praise postcards/parenthub message sent home to the families of children who have shown exceptional behaviour or attitudes to learning
- Earning items from the class shop (Key Stage 2)

Every pupil in the school is a part of the House Points System and is on one of four teams. Team points are awarded for good manners, a friendly and caring attitude and thoughtfulness. We endeavour to place family members in the same team where possible, house teams will be used for events such as Sports Day.

7.4 Responding to misbehaviour

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

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

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising. See our policy on the use of restrictive interventions for more detail on prevention and de-escalation strategies

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

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

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

Classroom Sanctions (agreed by all staff and dependent on individual Behaviour Plan needs)

1. A word of warning and reminder of expectations
2. A final warning
3. Move to work in another place, 5 minutes of break time
4. Move to another classroom for 10 minutes and asked to cool down. The teacher will make a note of what has happened on CPOMs. If this step is reached staff will contact parents.
5. Go to see the Head Teacher or Assistant Headteacher and parents may be contacted verbally or receive a code of conduct letter
6. Three sanctions in a week and school will have a meeting about behaviour with parents.

Additional sanctions may include

- Setting of written tasks such as an account of their behaviour and completion of a behaviour reflection form
- A restorative conversation
- Expecting work to be completed at break or lunchtime
- Loss of privileges – for instance, leadership roles or class responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour plan with parents/carers
- Putting a pupil 'on report' or having a home/school behaviour chart/book
- Removal of the pupils from the classroom for a fixed period of time
- Issue of a Code of Conduct

- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 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.

7.5.1 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/carers

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.

See our Restrictive Interventions Policy.

7.5.2 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 such as a well-being area or near the main school offices.
- 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.

7.5.3. 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

7.6 Searching and confiscation

Searching 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 Headteacher, Designated Safeguarding Leads, Assistant Headteachers, SENDco or Key Stage Leads, 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.

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, 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:

- 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.

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, entitlements 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 whether, 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 Child-on-child abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse

7.8 Off-site misbehaviour

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

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

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

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

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

7.9 Online misbehaviour

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

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

- The pupil is identifiable as a member of the school

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

7.10 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 or an Assistant Headteacher will make the report.

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

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

7.11 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.

7.12 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 managing allegations policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be 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
- Talk to the pupil involved using Investigation script (appendix 5)

Pupils who have been removed from the classroom are supervised by a key stage leader or a member of the Senior Leadership Team.

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 it is 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/carers 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 and pastoral teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessments

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

8.2 Loss of Playtime

Senior Leaders will sanction loss of playtimes.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a loss of playtime, the school will consider whether doing so would comprise the pupil's safety.

8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

Our approach to anticipating and removing triggers may include strategies such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for longer periods of time
- Breakout activities
- Use of fidget toys
- Adjusting seating plans to allow pupils with additional needs, visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (the Den, the library, the Woodland room and the quiet area within the classroom) where pupils can regulate their emotions during a moment of sensory overload.
- Positive Behaviour Plans

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer 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 whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

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

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

[Home - Derbyshire Local Offer](#)

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with an agreed key member of staff
- A report card with personalised behaviour goals
- Offering additional pastoral support.
- Putting the child on an individual behaviour support plan.
- Facilitating a restorative conversation.
- Initiating additional academic support (when the incident is related to unmet academic needs).
- Offering support or information to the child's family,
- Obtaining specialist support from external agencies, e.g. The Inclusion Support Team.
- Family Support

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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Trauma-informed practice and behaviour management

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

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 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 every term by the Senior Leadership team and findings shared with Governors.

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

- By age group
- 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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body 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 body.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-Bullying policy
- SEND policy
- Child protection and safeguarding policy
- Equal Opportunities Policy
- Acceptable Use of IT policy (pupils)
- Allegations Against Staff Policy
- Mental Health and Well-being Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of 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 full governing body annually.

Appendix 1: written statement of behaviour principles

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Appendix 2:

Playground and Lunchtime Behaviour Rewards and Sanctions

At lunchtime, supervision is carried out by a team of Midday Assistants (MDAs). The MDAs report any behaviour incidents both positive and negative directly to the relevant Class Teacher at the end of lunchtime so that these can be followed up appropriately with restorative practices. MDAs also record notes to be passed to the Class Teacher in the class handover book. All MDAs use an agreed procedure for dealing with incidents which includes:

Being proactive and positive in behaviour management, listening to the children and using a restorative approach

Although these guidelines apply to the great majority of children, staff will use their experience to use these sanctions flexibly, taking into account the needs of individual children.

Playtime and lunch time award system

Each member of staff on duty at playtime and lunchtime can award stickers or house points to children who have shown positive behaviour. Each Friday at Celebration Collective Worship a member of each class will be awarded with a lunchtime behaviour award.

1. Issued with a warning

E.g. Being noisy in the hall, running in corridor, silliness,

2. Verbal Reprimand – talking to a child and an apology where appropriate.

e.g. repetition of teasing, calling names, answering back, not doing what they have been told.

3. Time Out (five minutes or go to a different zone of the playground) – and handover book completed (lunchtimes only), record made on CPOMss

E.g. repetition of pushing others, deliberate actions to hurt others

4. Taken to teacher or class teacher sent for – collection from the playground so that they can 'cool' down, with withdrawal of privileges and behaviour sanctions implemented such as time inside at lunchtime with supervision from a member of staff.

E.g. rude attitude, damaging property, fighting

5. Taken to a member of the Leadership Team – parents may be informed E.g. suspected bullying, serious incident of hurting others, racism, deliberate damage of property

Sanctions

- Children who hurt others, physically, verbally will be asked to complete a restorative form and speak with their class teacher and or the Head teacher. The consequence could be removal of time from their next play in 5-minute intervals. Three incidents in a week at play or lunchtime will result in a telephone home and in those cases of repeated behaviour the establishment of a playtime behaviour plan.
- If the behaviour is demand serious enough and could endanger or hurt others the child will be asked to go straight inside.



Behaviour Reflections

Name: _____ Date : _____

Reasons for
my behaviour

Description of my
behaviour

Consequences of
my behaviour

How do I feel?

How has my behaviour
affected others?

Other consequence(s)

EYFS & KS1 Reflect and Reset

Depending on the individual child, either the adult or child may scribe or draw.

What happened?

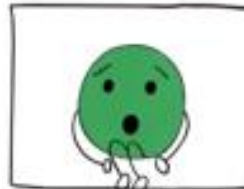
How were you feeling?



Angry



Confused

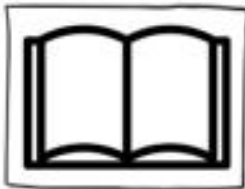


Scared

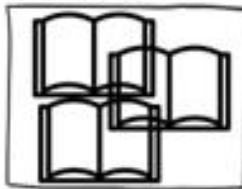


Annoyed

What was the impact of your choice??



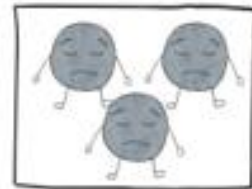
I stopped myself from learning



I stopped others from learning



I feel sad

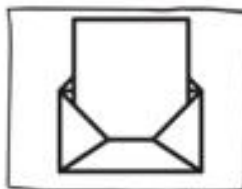


I have made others feel sad

What should we do to put things right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Appendix 4:

Investigation Script:

What happened?

Exactly where and when did the incident take place?

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time? (If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time? (If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as “bullying”, and failed to report it)

Do you know the names of the people involved? (Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place? (This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered.

Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

How did it make you feel?

What would you like to happen now? This is an important question. The views of the young person who is be involved in an incident must be taken seriously.

Appendix 5

Code of Conduct

Date _____

Dear ,

Your **son/daughter.....** , has broken the Duke of Norfolk Primary School Code of Conduct. **He/She** has been,

I feel that this must be brought to your attention and ask you to support school by expressing disappointment and disapproval. If you would like to discuss this further, I invite you to make an appointment to meet with a member of staff via the school office via either 01457 852635 or info@dukenorfolk.derbyshire.sch.uk.

Please acknowledge receipt of this letter by returning the slip below to the school office or your child's class teacher tomorrow the **date.**

Yours sincerely,

Mrs Barker
Headteacher

Duke of Norfolk Primary School

Dear Mrs Barker

I am aware that my child has broken the Duke of Norfolk Primary School Code of Conduct.

(Comments)

Name of child

Signed

Date _____