

Behaviour policy



Approved by:

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1. Aims

This policy aims to:

- Create a positive culture that promotes valued behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Roebuck Academy Vision and values:

Our School Vision

At Roebuck Academy, we will provide inspirational, innovative and memorable learning experiences that will motivate and challenge children so that aspirations can rise and dreams can be achieved.

We aim to create an environment which promotes a love of learning and empowers our children to become independent, successful and lifelong learners. caring about themselves, each other and the wider world.

Our children are the ‘beating heart of our school’ and we ensure every child is valued, nurtured and encouraged to be the very best that they can be.

We inspire our children to Dream, Believe and Achieve.

School Motto:

DREAM, BELIEVE, ACHIEVE

Our Aims

1. To support, nurture and guide our pupils to become independent, resilient, motivated and happy learners who take responsibility for their learning.
2. To provide a safe, secure and stimulating environment which celebrates cultural diversity. An environment where everyone is valued and their efforts appreciated.
3. To develop learners who value themselves and their achievements and respect others and the environment in which they live.
4. To provide a balanced, broad and relevant curriculum which promotes the spiritual, moral, cultural, mental and physical development of the pupils in our school and community. A curriculum which prepares them for the opportunities, responsibilities and experiences needed in life.
5. To offer rich, personalised, immersive and unforgettable learning experiences which inspire the children.
6. To recognise the potential of our children, encouraging them to be ambitious and value their own strengths and unique qualities.
7. To provide a safe physical and emotional environment that reflects the cultural diversity of the school.
8. To foster a mutually supportive partnership between home, school and our community

Our School Rules:

3RS:

Be Ready

Be Respectful

Be Resilient

Be Safe

Our School Values

We believe that all children should follow their DREAMS in their learning, in their behaviours that they demonstrate and in the choices that they make. We encourage pupils to show:

DREAMS

DETERMINATION

RESPECT

EXCELLENCE

ALTOGETHER

MOTIVATION

SAFETY

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 2024](#)
- [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 - from September 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

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

3. Definitions

Low-level is defined as:

- Not following class charter
- Not following playground charter
- Leaving the carpet during input/story
- Leaving their desk without permission
- Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)
- Rocking on their chair
- Calling out/talking to a friend
- Not listening to instructions
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Playing/fiddling with equipment
- Bickering/falling out on the playground

Minor Incident is defined as:

- Refusing to complete the work set
- Refusing to get changed for PE
- Refusal to carry out an adult's request
- Verbally insulting or harassing child or adult including offensive language
- Minor damage or intent to damage property
- DETRIMENTAL behaviour online
- Answering back
- mimicking
- Lying
- Throwing small equipment
- Leaving the classroom without permission
- Aggressive shouting/calling out disruptively
- Continued interruptions
- Repeated/persistent low-level behaviour

Major Incident is defined as:

- Persistent DETRIMENTAL behaviour despite an individual plan
- Physical: attacking pupil or adult, fighting, using an object to harm
- Verbally insulting or harassing child or adult including offensive language
- Damage or intent to damage property
- Physical: pushing, dragging, kicking, hitting
- Damage to property/pushing over furniture
- Sexually harmful behaviour
- DETRIMENTAL behaviour online
- Leaving the building/hiding in grounds
- Spitting (directly at another)
- Physical abuse of peer or staff members including: scratching/hair pulling/hitting/kicking/punching/biting
- Physical or verbal bullying: discriminatory/ racist behaviour including homophobic
- Sexual violence/sexual harassment towards a peer
- Misuse of technology on school property, including social media.

Persistent minor incident behaviour.

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/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

All reported or witnessed instances of bullying in the academy are challenged by a member of staff.

Staff encourage learner co-operation and the development of interpersonal skills through the use of group work and pair work.

All types of bullying are discussed as part of the curriculum and diversity, difference and respect for others is promoted and celebrated through various lessons.

Changing and organising seating arrangements in class helps to prevent instances of bullying.

Potential victims of bullying are drawn into working groups with children who do not

abuse or take advantage of them.

Opportunities to extend friendship groups and interactive skills are provided through participation in events, for example, drama productions, sporting activities and cultural groups.

All members of the academy community are made aware of the academy's Anti-Bullying strategy and all staff members receive training on identifying and dealing with the different types of bullying.

A safe, supervised place is available for learners to go to at lunch/break if they are involved in conflict with their peers, or wish to avoid a bully.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy:

Strategies
<i>Step One</i>
School and Classroom rules/ displayed in classrooms
All staff aim to maintain high expectations and be role models of behaviour
All staff to be alert to social dynamics in classrooms and on the playground
Worry boxes in classrooms
Trusted adults identified
PSHE in class including work on relationships; health and well-being and living in the wider world (Jigsaw)
PSHE lessons may be used to highlight the causes / consequences of bullying in order to stop further incidents of such bullying.
Encouragement of children to be an 'upstander' and tell other pupils, staff or parents of any concerns re: bullying
Year 6 playground monitors
Incidences recorded on CPOMs and monitored by the Assistant Headteacher and the DSL team at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
Lunchtime staff informed of any vulnerable children for extra vigilance
All staff encouraged to involve the SLT with any concerns so that action can be taken quickly
Arrange appropriate training for staff members
<i>Step Two</i>
Incidence of bullying is recorded on CPOMs and reported to the Deputy Headteacher and Headteacher
Victim is reassured and supported
Discussion with alleged perpetrator and appropriate member of staff
Initial discussion with parents/ children with relevant member of staff
Discussion with groups of children involved - Circle Time
If appropriate, perpetrator and victim may be asked to write down details of the incident
Ensure the victim is clear on what constitutes bullying - Several Times on Purpose (STOP)
<i>Step Three</i>

Parent/guardian contacted
Consequences imposed e.g. playground access restricted
Sensitive seating in classroom/ lunch hall
Meeting with relevant parents
Support given through reassurance, mentoring or counselling as appropriate
Restorative conversation between perpetrator and victim
Quiet play and safe place available which is supervised by an adult
An agreed plan with appropriate targets
External support offered
Depending upon the severity of the bullying, a period of suspension may result under the discretion of the Headteacher.

This strategy has been developed in response to “The Equality Act 2010, The Children’s Act 1989, the Protection of Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986, the Education and Inspections Act 2006 and Advice for Academy Leaders, staff and Governing Bodies on Preventing and Tackling Bullying” DfE (July 2011), New OFSTED Framework 2021, Keeping Children Safe in Education 2022 and the most recent anti-bullying guidance.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring the effectiveness of this policy, ensuring it meets statutory requirements and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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

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 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 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 detrimental (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.

5.6 Behaviour escalation team

ESCALATION SYSTEM ROEBUCK ACADEMY



Mr Mari
Headteacher



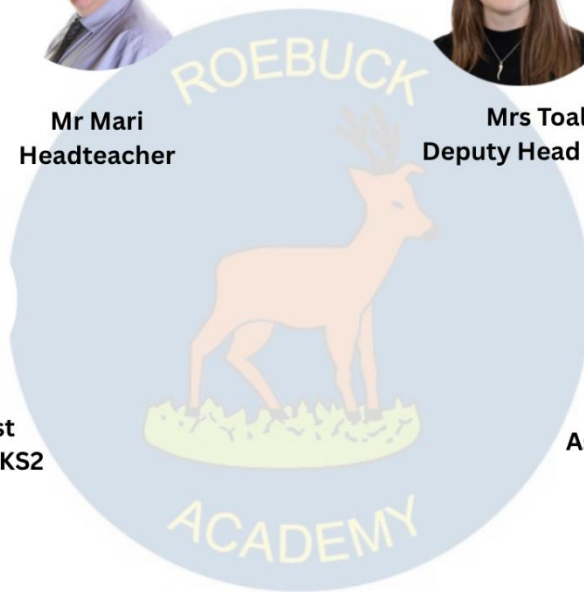
Mrs Toal
Deputy Head & DSL



Mrs Longhurst
Assistant Head KS2



Mrs Barton
Assistant Head KS1 & EYF



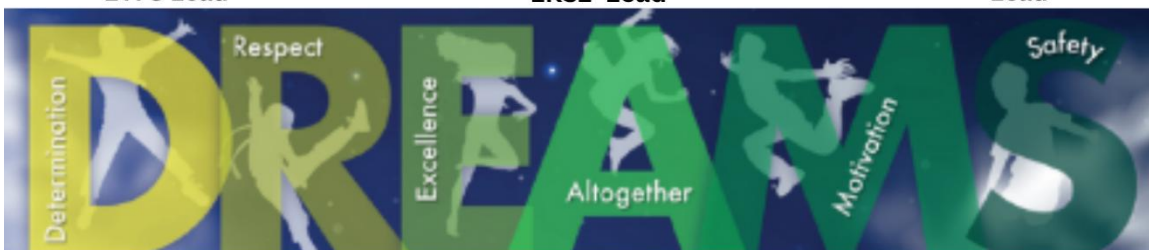
Miss Gajjar
EYFS Lead



Mrs Murray
LKS2 Lead



Miss McSorley
LKS2 Lead



6. School behaviour curriculum

Our aim is to identify and promote VALUED behaviours: behaviours that will enable all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment. High standards are set in behaviour, including learning behaviour. Children have a right to learn and teachers have a right to teach. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying DETRIMENTAL behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All teaching staff are trained in relational approaches for behaviour intervention. This means that every behaviour intervention considers the effect on each individual's feelings. We believe in growing children, not controlling them.

At Roebuck Academy, we know the behaviours we want our children to show and the behaviours we want our school community to display. We refer to this as '*The Roebuck Way*'.

The school aims to create a culture that encourages responsibility and promotes those behaviour choices we value. Valued behaviours are those that are positive, helpful and socially accepted. Valued behaviour is held in high regard by an individual, the community or the environment. It creates helpful feelings in self and others. The behaviour is characterised by a concern of the rights, feelings and welfare of others. Valued behaviour benefits other people or society. We understand that all behaviour is a form of communication and is about making choices. Children need to learn responsibility for their behaviour as they learn any other area of the curriculum.

Our Rules: **Be Ready, Be Respectful, Be Resilient, Be Safe**

- Be friendly and welcoming
- Help each other and look out for one another
- Be kind to your body, your mind, your family, your friends, your peers and to the environment
- Be polite and well-mannered
- Value others
- Accept differences in people's beliefs, backgrounds and physical make up
- Look after belongings (school and of others)
- Meet the expectations set by adults in school

We aim for children to develop positive and VALUED behaviours through:

1. clear and high expectations
2. good role models in both children and adults
3. clear and consistent boundaries.

In order to achieve this, we work closely with the school community, including parents and carers to:

- promote VALUED behaviour, self-discipline and respect for others
- ensure that every pupil is given an equal opportunity to develop socially, to learn and to enjoy community life

- focus on de-escalation and preventative strategies
- have understanding and awareness of what behaviour might be communicating
- recognise the difference between conscious and subconscious behaviour (i.e. a child who chooses their behaviour and a behaviour that chooses the child)
- recognise that some children may internalise and some may externalise their behaviour
- manage disruptive, difficult or dangerous behaviour if and when it arises

We believe that aims are being met when:

- parents, staff and pupils are positive about behaviour and safety
- pupils' VALUED behaviour is the norm
- high levels of progress are achieved as a result of pupils' VALUED behaviour
- pupils demonstrate that they understand and accept that choices have consequences
- pupils' attitudes to learning are exemplary
- pupils and staff are aware of the different forms of bullying, including cyber bullying and prejudice-based bullying, and how to respond to it
- pupils and staff feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including e-safety.

We understand that, where people are negatively affected by poor behaviour choices, appropriate behaviour needs to be taught and modelled to the children. Working with the children's feelings and experiences develops their internal discipline which leads to long-lasting change. We believe that we need to teach the children how to forgive and repair situations in a way that helps them uphold VALUED behaviour.

6.1 Mobile phones

Outline your approach to pupils bringing their mobile phones into school here. When detailing your approach, consider whether:

Year 5 (summer term only) & 6 Pupils are allowed to have mobile phones with them on-site

Mobile phones are to be handed into the class box and locked in the teacher cupboard for the entire day

Pupils must not use their mobile phone once on the school site.

Pupils are asked to turn their phones off

Pupils can not use mobile phones during the school day

There will be exceptions to the rules for medical or personal reasons

Parental permission will need to be provided

The school takes no responsibility for loss or damage to phones whilst on the school site

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 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 detrimental may be linked to them suffering, or being likely to suffer, significant harm. Where incidents of inappropriate language or behaviour between pupils, including online, are reported, these will be actioned following the school safeguarding policy linked below.

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 –

Safeguarding policy:

<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=13125&type=pdf>

Child protection policy:

<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=12986&type=pdf>

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 transparent and applied clearly, fairly and consistently to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

7.4 Responding to detrimental

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 detrimental.

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 detrimental 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 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:

- A verbal reminder and reminder of the expectations of behaviour
- Restorative tasks such as an apology letter
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized 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 parent
- Revisiting behaviour expectations/ agreeing expected behaviours going forward
- Putting a pupil 'on report'
- Learning in an alternative space
- Suspension
- Permanent exclusions, 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

Reasonable force covers a range of interventions that involve physical contact with pupils. Reasonable force can be used under the following circumstances, where pupils may be:

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

Incidents of reasonable force must:

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

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

All staff should have basic training provided at least annually to enable them to understand de-escalation techniques, and, where appropriate, specific staff have more advanced training in restraint or other restrictive measures to ensure that they are used safely and effectively and in the appropriate circumstance.

In specific cases, individual students may have de-escalation strategies/plans (positive handling), which may result in restraint being appropriately implemented. Such plans must be co-constructed and clearly communicated with all stakeholders. **Timely communication must occur with parents/carers where restraint has been required.**

When positive handling or restraint has had to be applied to a situation a review of the incident and a full debrief with relevant staff will take place to ensure the approach taken has been reasonable, proportionate and necessary. This will inform future practices and risk assessments. Parents will be informed of any adjustments to procedure concerning their child.

The school will record the following on CPOMS with detail on the nature of the restraint and reasons for use:

- the child's age.
- pupil's behaviour and level of risk presented at the time of the incident (including attempts to de-escalate);
- length of restraint
- technique / method and degree of force used;
- effect on the pupil or member of staff;
- who was present

This is with a view to safeguarding pupils and staff.

Schools must ensure they also control risks associated with violence and aggression through risk assessments and implementation of effective controls. This is set out in our Health & Safety Policy.

7.6 Confiscation and searches

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 learner, 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 learner 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 learner; 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 learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner 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 learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, 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 learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched

- Explain to the learner 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 learner the opportunity to ask questions
- Seek the learner’s co-operation

If the learner 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 DSL and Headteacher, to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner 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 learner’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:

- Coats
- 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 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 learner)

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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, 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, ideally before, in order to be present, for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

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

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

7.7 Off-site detrimental

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

- 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).

7.8 Online detrimental

The school can issue behaviour sanctions to pupils for online detrimental 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.

7.9 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 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.

7.10 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 for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Internal suspensions

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 SLT (where possible) that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious detrimental behaviour. 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 an SLT member, and will be removed for a maximum of 1 morning/afternoon
- Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed prior to the internal suspension taking place

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

- Use of teaching assistants
- Long term behaviour plans
- Multi-agency assessment

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

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 sanctions and interventions.

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

Behaviours that are deemed persistently major or dangerous may lead to suspension and permanent exclusion, although this will not be an exhaustive list and other behaviours could lead to these sanctions at the Headteacher's discretion.

Suspension

The letter, which is issued when a student is excluded, explains clearly the responsibility that the student should not be in a public place during the period of the exclusion. For exclusions beyond 5 days, the school will provide suitable alternative provision. For permanent exclusion, it is the responsibility of the Local Authority to provide education for the excluded student after a period of 5 days. If a student is present in a public place in school hours during an exclusion they may receive a Penalty Notice from the Local Authority unless there is reasonable justification for doing so.

Is it worth listing some of the behaviours that may result in suspension being considered here? – with a note to explain that this is not exhaustive.

The following behaviours will likely lead to suspension:

- Verbal abuse to staff or pupils
- Racist name calling to staff or pupils
- Physical abuse/ attacking a staff member or pupil
- Bring contraband items on the premises.
- Sexual violence/sexual harassment towards a peer
- Sexually harmful behaviour
- harassing child or adult including offensive language
-

although this will not be an exhaustive list and other behaviours could lead to these sanctions at the Headteacher's discretion

Procedures

If an incident is deemed serious enough to involve an external suspension, the school will endeavor to contact the parents on the day of the incident. A letter will be sent home within 24 hours outlining the reasons for the external suspension and the measures parents can take in relation to them. Work will always be provided on google classroom for the length of the suspension. Parents will be requested to

meet with a member of the Senior Leadership Team on the day that the student returns to school to ensure such events do not reoccur.

Procedures to appeal against a decision are also clearly outlined in the letter.

Managed moves

The Local Authority operates a protocol on managed moves. The school will consider all students whose behaviour warrants a permanent exclusion for a managed move, subject to the structures laid down in the managed move protocol.

Resources and support

The school, where necessary, will ensure effective early identification and integration of services to meet the needs of children and families, including:

- Student mentoring
- Pastoral Support Plan
- External mentoring services
- Counselling
- Pupil referral unit
- Education psychology service
- Health services, including child and adolescent mental health services (CAMHS)
- School safeguarding team
- Social services
- Alternative provision
- Careers education, information, advice and guidance (CEAIG)
- Youth offending team
- Drug counselling agencies
- Social Skills
- Emotional Literacy Support

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

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of detrimental, 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.

Initial approaches may include examples such as:

- 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, ADHD, SEMH
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload. (Reflection time with a trusted adult)
- Protective behaviours may be provided for the pupil over at least 6 sessions by a trained member of staff.
- Trusted adults will be used to meet with the pupils on a regular basis
- Provisions will be put into place if the pupil is having regular behaviour difficulties over a pattern of lessons or in unstructured times.

Staff must follow and implement Section F in the EHCP if the pupil has one. In addition:

- Staff will follow and implement any external advice sought for the pupil.
- Seek further advice if needed.
- The Inclusion Lead will liaise with external agencies and parents.
- Regular meetings will be held with Inclusion Lead, EYFS SENCo, parents, class teacher, phase lead or an SLT member depending on the nature and the frequency of the behaviour.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?
- Is it a sensory seeking behaviour?

- Was the pupil communicating a need through their behaviour?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. SEND Code of Practice will be followed by Inclusion Lead, Deputy Head teacher and Headteacher. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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 parents to 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 co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request emergency (EARLY) review of the EHC plan if there is a change of need and the provision in SECTION F of the EHCP does not match needs of pupil.

10. Supporting pupils following a sanction

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

- This could include measures like:
- Reintegration meetings
- Restorative conversations- repairing relationships
- Daily contact with the pastoral lead
- Follow APDR following suspension

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. Training

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

The proper use of restraint

The needs of the pupils at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The SLT will monitor 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 and confiscation
- Racism
- Bullying (child-on-child abuse)
- Online – cyber bullying

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 SLT

14. Links with other policies

This behaviour policy is linked to the following policies:

- Safeguarding policy:
<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=13125&type=pdf>
-
- Child protection policy:
<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=12986&type=pdf>
- **Physical restraint policy:**
- e-safety policy:
<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=99&type=pdf>
- inclusion policy:
<https://www.roebuck.herts.sch.uk/attachments/download.asp?file=11687&type=pdf>

