

Hillborough Junior School

Behaviour Policy

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0. Legislation and Statutory Requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

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

2. Rationale

At Hillborough Junior School, it is our belief that all children have the right to work, play and live in a safe and non-threatening environment, as a community we can only be successful if everyone feels safe, respected and cared for and has a shared understanding of expected behaviour. Children can only learn successfully in an atmosphere free from intimidation and fear; teachers can only teach successfully in an atmosphere of trust and respect.

3. School Ethos and Values

Our school encourages a 'family atmosphere' with everyone in our community valued and respected. All children have unlimited potential! If their all-round development is nurtured in an environment of respect, love and celebration the outcome will be happy and high achieving pupils.

At Hillborough, we support this ethos through our vision and mission statements and the

values of Determination; Teamwork; Self-belief; Honesty; Passion; and Respect. The promotion of fundamental British values is also a key driver, which underpins our ethos.

4. Aims and Objectives

The main objective of this policy is to help each member of the Hillborough Junior School community develop a moral sense of right and wrong and thus self-discipline. Each child will be encouraged to develop a deep respect for:

Self by:

- Recognition of their strengths and weaknesses.
- Celebration of achievement
- Take pride in all they do.
- Taking responsibility for their actions and the consequences accompanying them.

Others by:

- Consideration and understanding of the feelings and needs of other people.
- Knowing they are loved and supported.
- Celebration of achievement
- Recognising that each individual contributes to the growth of our community.

The environment by:

- Understanding our responsibility for the world.
- Caring for property
- Caring for all living things.
- Accepting responsibility for their own and others' safety.

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults, we should:

- Create a positive climate with realistic expectations;
- Provide a caring and effective learning environment that encourages and reinforces good behaviour.
- Promote, through example, the school values, inclusive of the fundamental British Values;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Be prepared to act, no matter how small the incident.
- Emphasise the importance of being valued as an individual within the group;
- Encourage a consistency of response to both positive and negative behaviour.
- Ensure fair treatment for all regardless of age, gender, race, religion, ability and disability and sexual orientation;
- Show appreciation of the efforts and contributions of all;
- Define acceptable standards of behaviour.
- Promote self-esteem, self-discipline and positive relationships.

- Ensure that the school's expectations and strategies are widely known and understood.
- Encourage the involvement of both home and school in the implementation of this policy.
- Have due regard to professional standards and codes of conduct.

5. Roles and Responsibilities

5.1 The Governing Board

- The Governing Board is responsible for reviewing and approving the written statement of behaviour principles. (*Appendix 1*)
- The Governing Board will also review this behaviour policy in conjunction with the Headteacher and monitor the policies effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher will:

- Review this policy in conjunction with the Governing Board, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy.
- Ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy consistently with all groups of children.
- Ensure that all staff understand the behavioural expectations and the importance of maintaining them.
- Provide new staff with 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.
- Offer 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.
- Ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- Ensure that data from behaviour logged on CPOMS is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy.

5.3 Teacher 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.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- Recording behaviour incidents promptly on CPOMS.
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations.

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

5.4 Parents and carers

Parents are expected to, where possible:

- Get to know the school's behaviour policy and reinforce it at home where appropriate.
- Support their child in adhering to the school rules.
- 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 misbehavior e.g. 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 policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following:

- The expected standard of behaviour they should be displaying at school.
- They have a duty to follow the behaviour policy.
- The school's 5 golden rules and other expected 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 support that is available to them to help them meet the behavioural standards.

Pupils will be supported to meet the behaviour standards and to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked, periodically to give feedback on their experience of the behaviour culture to support evaluation, improvement and implementation of this policy.

6. School Behaviour Curriculum

6.1 Standards of Behaviour

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations that are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

The key principles listed in this policy underpin rules of behaviour and discipline within the school and apply to staff and pupils alike. It is also expected that parents and visitors to the school will abide by these principles.

- Treating others with respect and kindness including outside school and online.
- Being polite, helpful and honest to all.
- Looking after our school environment.

It follows that acceptable standards of behaviour are those that reflect these principles. It is important to separate these key principles from instructions that may be dictated by individual classes or circumstances. Any instructions or rules that are necessary for the smooth running of the school or the safety of the community will be explained to the pupils and related to the key principles. The message of these key principles will be aided by our Values initiative, through PSHE/Growing Up lessons (where appropriate) and by supporting children who find these principles challenging through a range of social and behavioural interventions.

6.2 Rules & Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. There are five golden school rules:

1. We are kind, helpful and respectful to all.
2. We listen well and communicate appropriately.
3. We are honest.
4. We try our best in all that we do.
5. We look after property and take care of the school environment.

Class teachers will have additional rules for their own classes. Rules and procedures should:

- Be kept to a necessary minimum.
- Be positively stated, telling the children what to do rather than what not to do.
- Actively encourage everyone involved to take part in their development.
- Have a clear rationale, made explicit to all.
- Be consistently applied and enforced.
- Promote the idea that every member of the school has responsibilities towards the whole.

6.3 Mobile Phones

Pupils are not allowed mobile phones in school. On the rare occasion that a child may need to have a mobile phone at school, parents should seek permission from a member of the senior leadership team explaining the reason for having the mobile phone in school. In all cases the mobile phone must be switched off on entering the school and handed in at the school office for the duration of the school day. It may be collected after school.

7. Types of Misbehaviour

7.1 Minor Behaviour Incidents

It is important to deal with disruptions calmly and quickly, as and when they occur. The day to day interaction and relationship between pupil and adult is instrumental in good classroom management. We encourage class teachers to deal with disruptions appropriately within their own classroom and apply sanctions appropriate within the policy here set out. It is important that the sanction be not out of proportion to the offence. Staff must be prepared to act no matter how minor the incident. Dealing with minor behaviour as it

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happens will help pupils understand what is right and what is not.

7.2 Medium Level Behaviour Incidents

This is more serious disruption for which the child may need to be removed from the classroom. This could be for persistent poor behaviour such as shouting across the classroom, task refusal etc. but nothing deemed low level. However, as far as possible Class Teachers in partnership with Teaching Assistants should attempt to manage this type of behaviour also. For example, the TA could remove the child for a certain amount of time, with work, and the class teacher could discipline appropriately after the lesson. The class teacher could then apply the appropriate sanction. It is also important to note that children are not left unattended outside the classroom under any circumstances. Staff should seek support from senior leaders if required e.g., pupil needs to be removed from the room.

7.3 High Level Behaviour Incidents

This is for specific behaviour, which include, but are not limited to:

- Foul and abusive language (serious verbal abuse and sexist comments) to pupils and staff.
- Racist, sexist, homophobic or any discriminatory remarks or behaviour.
- Unacceptable violence (including sexual violence or harassment) towards children or staff.
 - KCSiE 2021 - Sexual violence: such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - KCSiE 2021 – Sexual Harassment: meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Violent misuse of classroom furniture/resources.
- Spitting or coughing deliberately into the face of another.
- Any form of bullying.
- Possession of illegal or dangerous items e.g. knives, drugs, alcohol, stolen items or pornographic material.
- Repeated breaches of the school rules

A member of Senior Leadership would be called and the child would be immediately removed from the classroom. For these types of behaviour the parents will be called into school to discuss the matter and appropriate discipline measures will be taken. This will take account of the careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures in order to eliminate these as contributory factors. In a case of extreme behaviour or where behaviour shows no sign of improvement, final steps, as listed below, may be taken in accordance with DFE statutory guidance and other relevant statutory provision:

1. Internal exclusion from specific parts of school life where the child's behaviour would be a health and safety hazard or cause of significant disruption e.g. lunchtimes or visits

2. Referral to Behaviour Provision (This could include outreach support). This will require parental consent.
3. Suspension
4. Permanent exclusion

These extreme measures will be decided on by the Head Teacher in conversation with key personnel. Only the Head Teacher can make the decision to exclude (The acting or deputy head may perform this duty in the absence of the head teacher). For more detailed guidance see the school policy on Suspensions and Permanent Exclusions. This policy can be viewed on the school website or as a paper copy from the school office.

7.4 Bullying

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

Bullying is, therefore:

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

Bullying in any form, by any member of the school community, will not be tolerated at Hillborough Junior School.

Bullying can take many forms and may include **persistent acts** such as:

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

Refer to the policy on Anti-Bullying for guidance and procedures.

7.5 Misbehaviour Off-site (including online misbehaviour)

Children who misbehave off site either on a school visit, during their journey to and from school; whilst wearing school uniform or are, in some other way, identifiable to the school are subject to the same rules as they are when in the school premises. Misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school will also be subject to the schools disciplinary procedures. Children and parents will be made fully aware of this through the Home School Agreement. Children and parents must understand that while in school uniform the children are representatives of the school and will be rewarded and sanctioned as required whether in the school building or out in the community. In all cases of misbehaviour the teacher will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7.6 Suspected Criminal Behaviour

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

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

If a decision is made to report the matter to the police, the head teacher or deputy head teacher 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 DSL will make a tandem report to children's social care, if appropriate.

8. Managing Behaviour

8.1 The Curriculum and Learning

We believe that an engaging, varied and structured curriculum combined with effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection that can lie at the root of poor behaviour. It follows that lessons should have clear objectives, be understood by the children, and be adapted to meet the needs of children of different abilities. Marking and record keeping can be used as both a supportive activity, providing feedback to the children on their progress and achievements and as a signal that the children's efforts are valued and that progress matters.

8.2 Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Constructive criticism (such as incomplete work, lack of effort etc.) should be a private matter between teacher and child to avoid resentment.

8.3 Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The most common reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

There are numerous rewards available to children:

- Stickers
- House Points
- Showing another teacher exemplar work
- Certificates which are given out in the weekly Achievement Assembly
- Values Awards
- End of year awards
- Dojo points

8.4 Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of punishment should be characterized by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future punishment.
- Group punishment should be avoided where possible as it can breed resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Sanctions range from:

- A verbal warning.

- Withdrawal of privilege
- Loss of playtime
- Phoning home.
- Reporting to a senior member of staff.
- Meetings and letters to parents.

Or for more serious incidents/repeated infringements

- Removal from the class.
- Internal exclusions.
- Suspension or Permanent Exclusion (following DfE Statutory Guidance)

8.5 Approach to dealing with incidents of 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

Sanctions for sexual harassment and violence will be dependent on the offence but will follow the sanctions set out in this policy. Severe or persistent offences will be subject to the same sanctions for high-level behaviour incidents and may also include moving the perpetrator to another class.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. (Appendix 2) These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Referral to the Multi Agency Safeguarding Hub leading to:
 - Refer to Family Support Partnership
 - Refer to children's social care
 - Refer to the Local Authority Designated Officer (LADO)
 - Report to the police

Please refer to our child protection and safeguarding policy for more information, which can be found on our school website.

8.6 Use of Reasonable Force and Positive Handling

Reasonable force and positive handling 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 circumstance, to prevent a pupil from:

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

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

Team Teach training is provided to some staff members to support them in working with pupils who have difficulties with their behaviour. Where it is identified that a child has significant difficulties with their behaviour, a detailed discussion with key colleagues, parents and the pupil will ensure that a behaviour passport is written that identifies triggers to poor behaviour choices and positive ways to de-escalate. This will be recorded on our Provision Map so that parents and school colleagues are able to view it.

8.7 Chill Out Room

When a pupil is highly aroused, agitated, aggressive or disruptive and other calming measures, de-escalation, diversion, distraction have been tried and been unsuccessful, and following dynamic risk assessment, it might be decided it is in the child's best interest to be removed to the Chill Out room. The policy for the 'Chill Out' Room is to be followed in these incidences.

8.8 Searching, Screening and Confiscation of inappropriate items¹

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

Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil. Prohibited items include:

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

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.

¹ [Searching, screening and confiscation – Advice for head teachers, school staff and governing bodies – Department for Education – September 2022](#)

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 a 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 (ideally senior leadership team), 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 family worker 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 a 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 pupils what the 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 pupils the opportunity to ask questions.
- Seek the pupil's cooperation.

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

If they still refuse to cooperate, the member of staff will contact the Headteacher to try and determine why the pupil is refusing to comply.

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, 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:

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

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). In the unlikely event that a strip search is required on school premises it shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. The ultimate decision on whether to conduct a strip search lies solely with the police. In all cases the school will follow the DfE guidance on Searching, Screening and Confiscation to ensure that correct communication and record keeping is

maintained, appropriate people are present during the strip search and that sufficient care is provided following a strip search.

Screening

At Hillborough Junior School we do not screen pupils upon entry to the school.

8.9 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 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 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies and 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 account the specific circumstances and requirements of the pupil concerned. These will be documented on a pupil passport in a provision map.

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?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

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

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

The school's special educational needs and disabilities coordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

9.4 Pupils with EHC plans

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

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

10. Supporting pupils following a 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.

Following significant behaviour incidents whereby a child has been removed from the class or been suspended the following support strategies will be given to ensure a positive reintegration:

- Reintegration meeting involving key members of staff (including the head or deputy head), pupil and parents/carers.
- Daily contact with a key member of staff.
- Discussion about behaviour and expectations with a senior leader.
- Reviewing plans such as the behaviour passport with the pupil.
- Regular check-ins with the pupil.

11. Hillrise provision.

Our local area behaviour provision is called Hillrise and it is sited at Hillborough Junior School. This provides both in-reach and outreach support for schools within the South Area Partnership. Where all other school based sanctions and procedures have been unsuccessful and a pupil's behaviour remains challenging, a referral to the provision may be the next step in preventing permanent exclusion. This provision must have parental consent before any intervention can begin.

12. Recording of incidences

The school will record incidences of poor behaviour through the use of CPOMS (Appendix 3). Colleagues are able to insert important details of the incident on the individuals own record. Positive behaviour in the form of achievements can be recorded in the SIMs system. The school operates a bound and numbered book that is to be completed following a significant incident – usually but not always – where physical restraint has needed to be used. These are to be completed as soon as is practicably possible after the incident. This book is kept in the office. Some teachers may keep informal records of low level behaviour to discuss with parents at appropriate times. Depending on the severity of the behaviour incident school may invite parents and other outside agencies into school to discuss reasons for the behaviour and identify a way forward.

13. Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to an Assistant Head teacher, Deputy Head or the Head teacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

In some cases the school may deem it appropriate to have more than one staff member present when meeting with parents.

Parents and carers will be made aware of the school Behaviour Policy on an annual basis. It will be available at all times on the school website. Any changes will be communicated to parents as and when required.

13.1 Assemblies

At the beginning of each term the key principles will be discussed by the Head Teacher in assembly. This will provide a whole school focus for expectations of behaviour and ensure that the children understand the importance placed on good behaviour. This message will be supported further through PSHE/Growing Up lessons and the school values initiative. Achievements assembly will be held weekly to celebrate the achievements and improvements of both pupils and staff to further solidify the sense of school spirit and community. These will be followed up with a Values assembly every half term. For those children who enroll during a half term, the Head Teacher will include the basis of this school message as part of the child's induction to the school.

14. 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 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 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, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

15. Pupil Transition

15.1 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 wider school culture.

15.2 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.

16. 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.

17. Training

Key staff are provided with specific behaviour management training, including proper use of restraint called Team Teach. This is refreshed every two years. (Appendix 4)

Staff are provided with training to support the behaviour management of children with a variety of needs including Autistic Spectrum Disorder, Attachment, and Attention Deficit Hyperactive Disorder where required.

Hill Rise Provision, situated on the school site, provide support and guidance to school staff regularly, and periodically provide training during staff meetings.

18. Monitoring Arrangements

18.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behaviour incidents
 - Sexual violence and sexual harassment
 - Bullying
 - Prejudice
- Attendance, permanent exclusion and suspension
- Use of Hillrise provision and In Year Fair Access Protocol
- Incidents of searching, screening and confiscation.
- Anonymous surveys for staff, pupils and parents on their perceptions and experiences of the school behaviour culture.

Most data will be analysed termly by the Headteacher and reported to governors via the Headteacher's report to governors. The data will be analysed from a variety of perspectives including:

- School level
- Year Group
- Protected characteristics.

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

18.2 Monitoring this policy

The Headteacher and Full Governing Board will review this behaviour policy at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the Headteacher will approve the policy.

The Full Governing Board will review the written statement of behaviour principles annually.

19. Other Policies/documents to use in conjunction with the Behaviour Policy

- Anti-Bullying Policy
- Suspensions and Permanent Exclusion Policy
- SEN Policy
- Child Protection and Safeguarding Policy
- Growing Up Policy (RSE)
- Single Equality Plan
- Accessibility Plan
- Use of Reasonable Force Policy
- Chill Out Room Policy
- Mobile Phone Policy

Signed by

RCowan **Chair of governors**

Date: 6th Nov 2022

DBradshaw **Headteacher**

Date: 6th Nov 2022.

(Agreed by all Governors at Full Governing Board Meeting on 6th November 2022)