



Bitham Brook Primary School

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Author	GS	Responsible Committee	Standards & Curriculum

Policies to be read in conjunction with: 003 Use of Force to Control and Restrain Policy

Governors' Written Statement of Behaviour Principles

This Behaviour Policy is based on the following principles set out by the Governing Body:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used fairly (and consistently) by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in significant behaviour incident or habits to form a supportive partnership around the child
- That threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Body every two years.

Positive Behaviour Policy

1. Aims and beliefs

Beliefs

At Bitham Brook Primary School (BBPS), we believe that positive relationships when combined with consistent expectations support the rights of everyone within a class and within the school to feel safe, respected and valued; and to have a sense of belonging. Equally as important, this creates the conditions where children and teachers can focus on learning, free from distractions or emotional concerns.

Aims of this policy

The overarching aim of this policy is to enable children to build strength of character, moral values and understanding that serves them well now and in their future lives as it supports them to become effective learners, self-responsible and get along well with others.

Therefore, as a result of this policy, we aim for children to:

- Have their primary focus on learning whilst at school
- Make wise choices that lead to safe, healthy behaviour inside school and out

- Be caring and thoughtful of others so that they grow to be responsible citizens who are trustworthy and successful because they work well with others in their communities
- Continually challenge themselves to improve upon their best (resisting the temptation to compare themselves with others) so that their knowledge, skills and self-belief are strongly developed
- Become resilient by welcoming setbacks as an opportunity to learn and build strength of character
- Develop and feel a sense of fairness and justice in school alongside a desire for their behaviour to have a positive impact on others

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting

- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Smart watches that are camera or internet enabled
 - 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)

4. Children's Rights and Responsibilities

As a school, we believe that all children have a right to:

- be safe and happy
- belong
- learn

Children need to learn and experience these rights through their everyday life in school and explicit teaching. Balanced with this are children's responsibilities. Children need to be taught through their everyday experiences in school and explicit teaching, their responsibility to:

- keep themselves and others safe (in school, in their community and online)
- ensure others feel included around them and have the opportunity to enjoy school
- allow others to learn

5. Providing children with a framework to reflect on their choices, behaviour and consequences

Throughout the school day, pupils are faced with many different contexts: traveling to/from school; arriving at/departing school; lessons in a wide range of subjects with different teaching and learning approaches; break times; lunch times; travelling through the school; assemblies.

For each of these activities, different sets of behaviours are needed for their safe and effective fulfilment. One approach would be to embody the necessary behaviour in a list of rules for each situation and teach these to the children. However, this is likely to be complex and may promote extrinsic motivation rather than intrinsic motivation and decision making.

At an age appropriate level, children are expected to consider the above rights and responsibilities in all situations and at all times.

Staff will use the following language to provide a framework to support children's thinking about behaviour:

- Is it caring behaviour (good for other people)
- Is it self-responsible behaviour (good for me)
- Is it irresponsible behaviour (not good for me and/or other people)

Staff will teach children what it means to be caring and self-responsible in different situations e.g. how to they walk around the school, how to participate in lessons effectively, how to include others in play. This sets the expectations for children's behaviour.

In addition, to ensure consistency, there will also be agreements made between staff as to what constitutes the whole school expectation. For example, when class walk around the school site, they will walk in single file and quietly. This is caring behaviour as the class will not disturb other children who are still working and there is no risk of accidents or agitation. It is also self-responsible behaviour as it strengthens self-control, keeps oneself safe and allows a calm thinking space for the child to transition their thoughts to the next activity.

Staff will also ensure that children are clear that their responsibilities are not negotiable. Being irresponsible is not an acceptable option. This will primarily be taught positively by ensuring kudos (through attention and rewards) is given to those children who are exemplifying these positive characteristics. However, if children make mistakes, they will be given the opportunity to learn from them by being asked to reflect on the consequences of their choices for others (was that behaviour good for others?) and/or themselves (how did that behaviour help you?). As part of this, they also be asked to think about how the behaviour made people feel (the other child/ren, themselves, staff, parents).

6. Roles and Responsibilities

The Governing Body:

- Is responsible for the content of this policy and the principles it sets out
- Will review this Behaviour Policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation
- Will review associated data, case studies and outcomes for children when reviewing the effectiveness of this policy.
- Will scrutinise whether there is any differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- As part of the Complaints Procedure, if there is disagreement, will make a judgement on whether the school is complying with the policy and its statutory responsibilities.

The headteacher:

- Is responsible for reviewing this behaviour policy in conjunction with the Governing Body.
- Is responsible for the day to day implementation of the policy.
- Will ensure that the school approach fosters positive behaviour and that staff deal effectively with poor behaviour.
- Will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently and fairly.
- Is responsible for reporting to Governors, when requested, the effectiveness of this policy.
- Will monitor that there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- With the support of the school office, will monitor rewards and sanctions to ensure that they operate with due regard to equal opportunities and anti-discrimination.
- Senior Leaders will also play a key role in supporting the Headteacher with the above and ensuring the appropriate application of the policy.
- The headteacher or a senior leader will induct new staff in the culture of behaviour management at the school and the behaviour policy.
- The Headteacher and senior leaders will endeavour to ensure each class has a trusted adult in close proximity at all times. For example, the class teaching assistant will be with the class at playtimes in their play area. This will enable problems, concerns or worries to be shared immediately and support given.

All staff:

- Will create an emotionally safe environment for all children where high levels of trust pervade all aspects of school life so that all children have a strong sense of belonging.

- Will create equal opportunities for all children to be celebrated, and grow habits and wisdom that will serve them well as they promote learning, teamwork and friendship.
- Will deliver a curriculum that promotes strong pupil engagement in learning and positive learning self-esteem
- Will lead by example modelling positive and calm behaviour for children. Their communication (both verbal and through their body language) and behaviour will model dignity and respect for others.
- Ensure consistency, fairness and high expectations for conduct in the classroom and across the school
- Will weigh carefully the seriousness of the inappropriate behaviour and will communicate this to pupils through their choice of language, a measured tone of voice and a fair application of sanctions.
- Will use setbacks and problems as an opportunity to ask thought provoking questions which provide pupils with the insight that they need to reflect, grow self-awareness and solve problems
- Will not shout at a pupil (this is not the same as situations where a staff member may need to raise their voice in large group situations, in a controlled manner, to ensure expectations are heard.)
- Will only make comparisons between children in a positive direction e.g. Pupil A has been very kind to... I also noticed Pupil B doing this. Negative or sarcastic comparisons between children should never be made.
- Will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality.
- Will support children to balance seeking help and growing appropriate independence, providing guidance on when it is appropriate for children to be resilient and when help should be sought; this will vary according to each child's age and needs.
- Will be responsible for ensuring that the Behaviour Policy is followed. This responsibility applies at all times and in all situations.

Classroom staff:

- Will invest in their relationships with all children in their classes.
- Will get to know each child as an individual promoting a sense of self-worth for the child and gaining an understanding of their motivations and influences on their lives.
- Will look for opportunities to ensure each child knows they are an important and part of the team so that they have a strong sense of belonging.
- Will communicate with parents informally to understand, or share information, related to a child's needs where an emerging issue is developing into a negative habit.

Family Support Team:

- Some children may need more help than typical to change negative habits of behaviour that do not serve them and/or others well.
- Led by the FST, these pupils will be given counsel by staff alongside accessing the school's rewards and sanctions system.
- The rewards they access will encourage the desired changes in behaviour but these rewards will not exceed the rewards given to pupils who are consistently acting in a responsible and caring manner.
- For some children, additional emotional support may be needed to help them manage the stresses of life. This is not a reward but a necessity for a child's mental well-being. The school will carefully manage these situations so that the support does not promote intrinsic motivation to perpetuate any inappropriate behaviour.

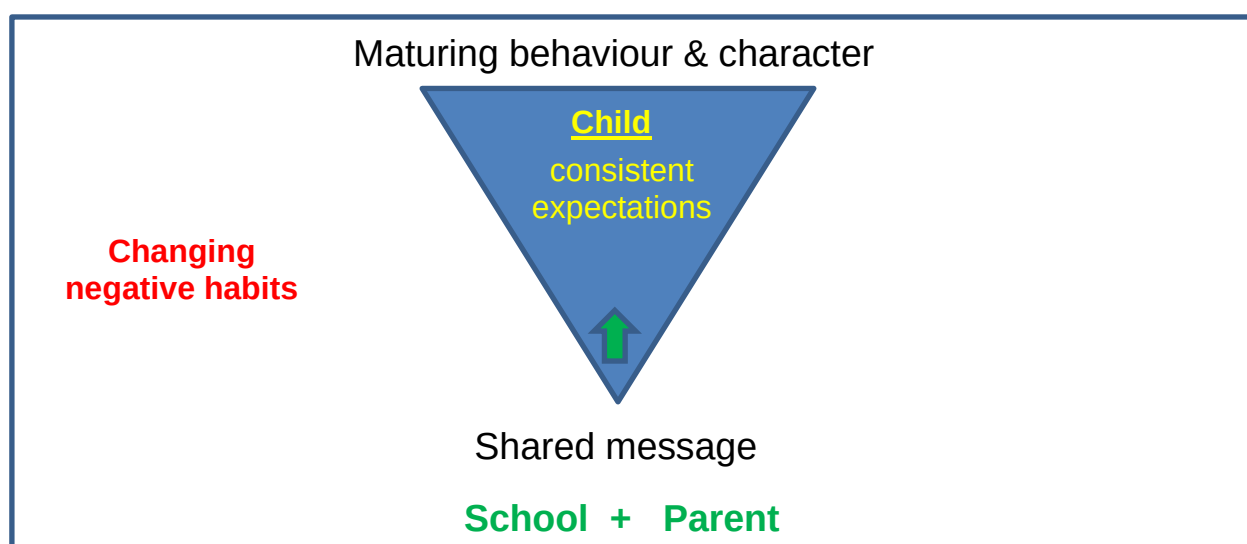
Despite the above, at specific times, some children may still need further support. In these circumstances, the FST will:

- Continue to involve parents to support-behavioural change and meet emotional needs
- Draw up plans under the leadership of the SENCO, to support the child to change the inappropriate habit and/or to address an emotional or SEND need (this may involve working with external agencies such as the Educational Psychologist or Behaviour Support Team)
- Provide access to, where appropriate, counselling support or other similar therapeutic intervention

- Look at other factors that may be impacting on behaviour such as attendance and well-being and safeguarding needs (issues preventing a child from flourishing). In these circumstances, after consulting the parent/s, a referral may be made to Social Care or the Educational Welfare Officer.

Parents and Carers:

- Share responsibility for the behaviour of their child whilst he/she is at school.
- Are expected to work in partnership with the school in a number of ways to maintain high standards of behaviour.
- Are asked to give their child a consistent message around expectations for behaviour reminding their child to adhere to school rules (when this happens, it is highly likely that the child will behave and learn well).
- Are asked to trust that the school will be fair and will always have the interests of children at heart.
- Are asked to understand that although staff will always listen to concerns, staff may not always be able to agree with a parent's position as they will be acting in the best interests of all children.
- Show an interest and celebrate awards given to their child for learning, adding their praise to promote intrinsic motivation and keeping their child's focus on learning at school.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly as these may inhibit learning and happiness.
- If requested, attend meetings regarding their child's behaviour and co-operate in supporting the actions of the school to replace negative habits with positive ones (these could be negative habits for the child and/or others).



Pupils are expected and asked to:

- Take responsibility for their own behaviour and to make wise decisions that serve them and others well
- Follow the school rules agreed at the beginning of the year by all pupils
- Follow staff instructions
- Show respect and kindness to all members of the school community
- Make it possible for all pupils in their class to learn
- Move safely and calmly around the school
- Treat the school buildings and school property with respect
- Communicate in a calm way
- Accept awards with pride and sanctions with reflection and compliance
- Reflect on their behaviour and consider whether it is self-responsible and/or caring

The oldest children in the school are expected to have the most mature self-control, insight and habits of behaviour. The oldest children should, therefore, set the best example to other children.

7. School Rules

All classes will agree the generic school rules at the beginning of the school year. In **September 2023**, each class put forward suggestions for the rules. The ideas were combined and the following rules were agreed:

The school rules are displayed in each class.

8. Mobile Phones and watches with cameras and internet access

- Pupils are allowed to bring mobile phones to school if the parent has agreed with the school in advance and has given a valid reason why the pupil needs to do this e.g. to contact parents if walking home on their own. The phone must be given to the class teacher on arrival and it should not be used on the school site.
- Pupils who bring their phone to school, as set out above, should not take pictures or make recordings of other pupils on the way to or from school.
- Pupils are not allowed to bring to school smart watches that are internet or camera enabled.
- In case of loss or damage, the school does not accept any liability for phones brought to school including when being stored by the class teacher.

9. Rewards – intrinsic and extrinsic motivation, and kudos

Staff will ensure that kudos (through positive attention and rewards) is given to those children who are exemplifying caring and self-responsible behaviour. For children who have not yet established these behaviours, staff will strive to 'catch the child being good' but this must be in balance with giving attention to children who are always displaying the desired behaviour habits – the aim is to draw all children towards the positive behaviours (often in schools, negative behaviour receives more attention than positive behaviour which can be rewarding).

Rewards used will include:

- Praise and encouragement - verbal and non-verbal. This is used very frequently as promotes positivity and intrinsic motivation which builds sustained character development.
- Praise for learning and work completed
- Class systems that supplement whole systems e.g. marbles in a jar.
- Good work letters sent to parents when a child has produced a groundbreaking piece of work or taken a major step forward in learning (a copy of the piece of work will also be sent).
- Headteachers awards – every child who has behaved in a consistently caring and self-responsible manners will be given a Headteacher's sticker along with a thank you. There are no limits on numbers and all children can achieve this award. The sticker provides a small amount of extrinsic motivation but parental interest and praise will also promote intrinsic motivation which is key to the shaping of character.
- All children behaving in the desired manner will be eligible for the Headteacher's Award to ensure children get noticed for 'doing the right thing' and to give kudos to this.
- The teacher will also give three special mentions in assembly to three different children who have exemplified:
 1. being caring
 2. being self-responsible
 3. making significant improvement with something that they were finding difficult
- Examples of these children's behaviour will be used to give kudos to be children behaving in the desired manner and to exemplify expected standards of behaviour.
- The children mentioned will not have had any incidents of significant unkindness to others during the week.

- A note will be sent to parents if a child receives a special mention in assembly.
- Staff will also be able to 'catch children being good' by awarding raffle tickets to children. The raffle wheel will be spun in assembly to find a lucky winner. There are no limits on the number of raffle tickets that can be given out.
- House points will be awarded to each class relative to attendance.

10. Hierarchy of sanctions negative behaviour and habits

A range on sanctions will be applied to address negative behaviour commensurate with the context and level of seriousness. Sanctions used will include:

- Non-verbal communication – e.g. a raised palm to ask a child to slow down, a raised eyebrow to indicate concern.
- Close proximity – the staff member may move close to the pupil or be in their field of vision to make the child aware that their behaviour has been noticed.
- Verbal reminder of expectation directed at the group rather than the individual.
- A Verbal warning calmly and assertively given to the child specifying the positive behaviour needed e.g. I need you to turn around and face the front and listen to the instructions I am giving.
- A final warning that a sanction will be applied the next time the behaviour is repeated.
- If a child has deliberately not engage with their own learning, having considered the reasons for this, the teacher may ask the child to complete the work during their playtime.
- If a child is stopping others from learning 'time out' within the classroom. The child will be asked to use this time to reflect on their behaviour and consider whether their behaviour has been fair to others. They will also be asked to consider how they should behave when they rejoin the class. Most children will be able to do this. However, for those unwilling to engage in reflective and restorative thinking, this sanction will still be used to deter and prevent other children's learning from being interrupted.
- If a child is stopping others from learning 'time out' in another classroom with the same approach outlined above. (Class Teachers should arrange this in advance so that an appropriate space is prepared.)
- Removal of part of playtime (in 5 minute increments depending on the severity of the sanction needed – a child may be asked to stay in the class or stay by a wall on the playground). Again, the child will be asked to use this time to reflect on their behaviour and consider whether their behaviour has been fair to others.
- Referral to senior staff to be reminded of expectations and possibly, working in their office for a set period of time to demonstrate trustworthiness before returning to class.
- Referral to the Headteacher to be reminded of expectations and possibly, working in their office for a set period of time to demonstrate trustworthiness before returning to class.
- Parents informed by the class teacher or senior member of staff if the messages and expectations given by staff are not resulting in appropriate change.
- Internal exclusions (for serious aggressive behaviour, disruption to learning or the smooth running of the school).
- Fixed term exclusion (for continued serious disruption of learning or the smooth running of the school or repeated aggressive behaviour).
- Permanent exclusion (see below).

Serious misbehaviour will be recorded in the behaviour log by the Class Teacher.

Where another pupil has been hurt, there will also be a general expectation that the perpetrating pupil attempts to restore the relationship the child who has been the victim. This may take the form of an apology; listening to and understanding the impact of their behaviour on the other child's feelings; suggesting ways/activities to rebuild a positive relationship.

Permanent Exclusion

This represents the ultimate sanction. It is recommended by the Head Teacher and authorised by the Governing body. The decision to permanently exclude a child is a very serious one. It is the final STEP in the process of dealing with disciplinary offences when other strategies have been tried and have failed. It may also be used for one-off cases when the offence is deemed serious enough. Permanent exclusions will be carried out in accordance with Government Guidance.

11. Types of misbehaviour

The following are examples of the types of behaviour that will be sanctioned:

- Low level disruption in lessons e.g. talking when they should be listening, interrupting the teacher, shouting out, leaving their place, ignoring instructions, attention seeking through negative behaviours.
- Refusal to complete work (if not disrupting others, the child will be left in the class and will catch up on the work in playtimes or it will be sent home for completion)
- Refusing to follow instructions from staff
- Deliberate damage to property or causing a mess
- Leaving the place where the child is meant to be without permission
- Verbal aggression such as unkind words or raising one's voice with an angry or threatening tone
- Unkind behaviour such as leaving a child out, stopping others playing with them, spreading rumours
- Physical aggression – actual or the threat of
- Any unsafe behaviour that risks others health and safety
- Escalating or provocative behaviour (staff will not be drawn into this and incidents will be dealt with calmly and assertively)

The following behaviour will be treated as serious misbehaviour:

- Bullying Behaviour
- Child on child abuse (see Safeguarding Policy)
- Discriminatory behaviour such as racist behaviour, sexist behaviour and homophobic behaviour
- Behaviour that has the potential to result in serious harm to others
- Sexual violence or sexual harassment or sexually abusive language

12. Bullying behaviour

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

Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bitham Brook Primary School recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. We are committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. We believe that preventing bullying is the responsibility of our whole school community.

Through our RSE curriculum, children are taught about respectful and caring relationships and about the different types of bullying. These themes are also the focus for regular assemblies and we participate in events such as Anti-Bullying Week, to provide additional opportunities to raise awareness about bullying and ensure pupils know how to access support.

At Bitham Brook Primary school we will:

- monitor and review our anti-bullying policy and practice on a regular basis.
- create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others.
- recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- openly discuss differences between people that could motivate bullying, such as: children with different family situations, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- support staff to promote positive relationships to help prevent bullying. Model positive relationships and positive curiosity about difference
- intervene by identifying and tackling bullying behaviour appropriately and promptly.
- ensure our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- require all members of the community to work with the school to uphold the anti-bullying policy.

- recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

Bitham Brook Primary School take incidents of bullying and its impact seriously. Bullying of any form is not tolerated in our school. Pupils are encouraged to report bullying to a trusted adult. The school will endeavour to ensure each class has a trusted adult in close proximity at all times. For example, the class teaching assistant will be with the class at playtimes in their play area. This will enable immediate support to be given and the event to be looked at immediately.

When dealing with any reports of bullying we will take steps to investigate what has happened.

- In the first instance, the incident will be dealt with by the member of staff informed. This member of staff will then discuss the reported incident with a member of SLT.
- Any child who reports that they are being bullied will be listened to and their report will be taken seriously.
- If necessary, further investigation will be carried out, usually by a member of SLT, to establish a clear account of what has happened. Investigating an incident of bullying will typically involve; talking to the victim of bullying, the alleged bully and any other children who may have witnessed the incident/s.
- If the investigation proves that a bullying incident has occurred, parents or carers of both parties will be informed.
- Bullying is treated as a serious incident of misbehaviour. All incidents of bullying will be recorded on the behaviour log. Sanctions will be applied to any child who has been bullying, in line with our behaviour policy.

13. Online bullying

At Bitham Brook Primary School staff receive online safety training and can identify ways in which children might be bullied online. Online bullying can take many forms including;

- abusive or threatening messages, emails or texts
- developing hate sites about another person
- group bullying or exclusion online
- posting abusive messages on social media
- deliberately harassing and annoying someone
- sexualised bullying (including non-consensual image sharing)
- spreading rumours
- stealing's someone's identity online
- trolling
- Bullying online can also be anonymous and can involve young people making fake accounts or creating accounts in the name of another young person in order to send unkind messages to others.

If a child reports that they have seen or experienced online bullying, staff will take the report seriously and follow the school's safeguarding procedures and contact parents/ carers.

If a parent or carer is concerned that their child has seen or experienced online bullying, they should report this immediately to the class teacher or send an email to KS1phaseleaders@bithambrook.wilts.sch.uk or KS2phaseleaders@bithambrook.wilts.sch.uk

14. Racist incidents

We know that racism (intentional and unintentional) exists in society and this can be transmitted to children. Racism is when someone is discriminated against (singles out) because of their race, the colour of their skin, their nationality, their accent or first language, or their ethnic or national origin. We define the action

of racism as when a person is treated worse, excluded, disadvantaged, harassed, bullied, humiliated or degraded because of their race or ethnicity.

At Bitham Brook racism of any form is not tolerated. We take all incidents of racism very seriously. This type of behaviour has no place at our school and is incompatible with our school values. If an incident is perceived to be racist by the victim or any other person, it will be managed under this policy.

When dealing with any reports of racism we will take steps to investigate what has happened.

- In the first instance, the incident will be dealt with by the member of staff informed. This member of staff will then discuss the reported incident with a member of SLT.
- Any child who reports a racist incident will be listened to and their report will be taken seriously.
- Further investigation will be carried out, usually by a member of SLT, to establish a clear account of what has happened. Investigating an incident of racism will typically involve; talking to all children involved, including children who may have witnessed the incident.
- If the investigation proves that a racist incident has occurred, parents or carers of both parties will be informed.
- In all circumstances, the needs of all people involved will be considered and restorative practice will be undertaken. Actions taken will be age and context-specific, with a focus on ensuring all involved (including those within the vicinity who may have witnessed the incident) can rebuild their self-esteem and confidence. There will also be opportunity for these pupils to have a check-in at a later point. The impact (or potential impact) of the racist behaviour, rather than the intent, will be at the forefront of decision-making. Appropriate consequences will be given depending on the severity of the situation, in line with our Behaviour Policy. School staff will contact parents and carers of pupils involved to inform them of the incident. Education will be a central part of the restorative process.

15. Playtimes and Lunchtimes

Staff on duty at playtime and lunchtime will be expected to ensure:

- Children move around the school in a calm and orderly way
- Children behave safely and are caring towards one another
- Children care for the environment

Staff on duty can award raffle tickets to reinforce positive behaviour. Praise should also be frequently used.

Staff will actively monitor children behaviour to preempt or become aware of issues at a very early stage. Staff will position themselves so that they are dispersed allowing greater awareness of needs.

Staff will ensure that the class teacher is aware of minor incidents of inappropriate behaviour. More serious incidents are referred immediately to the Headteacher or senior member of staff.

16. Physical Intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Causing serious damage to property

Incidents of physical restraint must:

- Always be used as a last resort - when all other options for de-escalating a conflict situation have failed or there is risk of immediate harm to the child or others
- Be applied using the minimum amount of force necessary and for the minimum amount of time possible and in order to bring the situation under control.
- 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

17. Confiscation, screening and searching

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 with the exception of smart watches which will be returned to the parent.

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

Searching a pupil

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

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

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

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

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

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher and DSL to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

18. 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.