



BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

This is a Category B policy. It applies to all schools in the Trust, with school-specific elements approved by the Local Academy Committee. It is a statutory policy which must be published on the school's website.

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Approved by St Buryan Academy Local Academy Committee for the 2024/25 academic year	
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Document Control

Document version numbering will follow the following format. Whole numbers for approved versions, eg 1.0, 2.0, 3.0 etc. Decimals will be used to represent the current working draft version, eg 1.1, 1.2, 1.3 etc. For example, when writing a procedural document for the first time the initial draft will be version 0.1.

The table below provides details of the changes made to this document, to inform those reviewing and approving the document.

Document Edition	Section	Details of Change
1	All	New policy
2	All	Approved by the Trust Board
1.1	Introduction	Six Es updated to three
		Inclusion of 'related policies' section
		Inclusion of Legislation and Statutory Requirements
	Malicious accusations	'Accusations' amended to read 'allegations'. Whole section updated in line with The Key for School Leaders' Model Policy
2.2	All	Updated in line with DfE revised behaviour in schools guidance and suspension and permanent exclusion guidance
3.0	All	Updates approved by the Trust Board 20/10/22
3.1	All	Reviewed in line with latest DfE guidance including searching and screening.
4.0	All	Approved by Trust Board May 2023
4.1	All	Reviewed by Executive Leader for School Improvement
5.0	All	Approved by Trust Board 3 July 2024.

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1. Introduction

The Leading Edge Academies Partnership (the 'Trust') is a group of six distinct and unique schools located in beautiful coastal and island settings in Cornwall and the Isles of Scilly. We are fortunate to include a mix of primary and secondary schools, as well as an all-through school with boarding provision and off island bases. This diversity makes for a dynamic and varied perspective.

We offer a values-based education to the communities we serve and welcome employees, pupils, parents/carers and volunteers from all different ethnic groups and backgrounds. The Trust achieves its vision and mission through co-construction, with everyone empowered to shape the future and contribute towards the Trust's success.

The term 'Trust Community' includes all employees, trustees, governors, pupils, parents/carers, volunteers and visitors.

We are a values-based Trust, which means all actions are guided by our three 'Es' as follows:

- **Excellence** – 'Outstanding quality'
- **Evolution** – 'Continuous change'
- **Equity** – 'Fairness and social justice'

This policy is based on the values of '**Equity**' and '**Excellence**'

Related policies

This policy should be read in conjunction with other relevant Trust and school policies including:

- Anti-bullying Strategy
- Attendance
- SEND
- Safeguarding and Child Protection
- Health and Safety
- Suspensions and Exclusions
- Child on Child Abuse

2. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
 - Outline the expectations and consequences of behaviour
 - Provide a consistent approach to behaviour management that is applied equally to all pupils
 - Define what we consider to be unacceptable behaviour, including bullying and discrimination

3. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[School suspensions and permanent exclusions](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

In addition, this policy is based on:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

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

4. Behaviour Principles

This policy is based on the following **behaviour principles** which are expected to be adopted by all schools in the Trust:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are actively involved in managing behaviour to foster good relationships between the school and pupils' home life
- Violence or threatening behaviour will not be tolerated in any circumstances.

5. Restorative Practice

The Trust encourages restorative practices. Restorative practices are a range of practices that are aimed at maintaining and restoring relationships in schools. They focus on developing good relationships where there has been conflict or harm, and ensuring that the school ethos, policies and procedures reduce the possibility of conflict or harm occurring.

The underpinning restorative principles of Trust Schools emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement and respect
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, including their views and feelings
- empathy with the feelings of others
- fairness

➤ commitment to equitable process

- active involvement of everyone in school in making decisions about their own lives
- a willingness to create opportunities for reflective change in pupils and staff

6. Roles and responsibilities

6.1 The Trustees

The Trustees are responsible for setting the Behaviour Principles for all schools across the Trust and approving the Trust-wide Behaviour Policy. The Policy includes school-specific elements for schools to add their own rules procedures for rewards, sanctions and monitoring.

6.2 The Local Academy Committee

The Local Academy Committee is responsible for:

- Approving the school specific elements of this policy.
- Monitoring the effectiveness of the policy.
- Holding the headteacher to account for its implementation.

6.3 The Headteacher

The Headteacher is responsible for:

- Implementing the Behaviour Policy
- Ensuring that all pupils understand the behaviour policy and are helped to take responsibility for their actions
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

6.4 Teachers and employees

Teachers and employees are responsible for:

- Creating a calm and safe environment for pupils.
- Implementing the behaviour policy consistently.
- Communicating the school's expectations, routines, values and standards through their teaching, behaviour and in every interaction with pupils.
- Modelling expected behaviour and positive relationships.
- Providing a personalised approach to the specific behavioural needs of particular pupils.

- Considering how their own behaviour models the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations.

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

6.5 Parents and carers

Parents and carers, where possible, should:

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

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

6.6 Pupils

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

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

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

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

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

7. Behaviour expectations

7.1 Code of Conduct

All stakeholders are expected to follow the Team SBA Characteristics: [St Buryan Academy Primary School - Characteristics of learners at SBA](#)

All Trust schools aim to be a happy and secure place for all. We apply a positive approach to good behaviour, where pupils are encouraged to conduct themselves in a responsible, self-disciplined manner and to care about the needs and rights of others.

Intrinsic to this is the trust that parents, pupils, staff and the local community are all involved in a strong partnership.

Our schools are dedicated to promoting the Trust's values, to ensure our pupils develop a strong sense of social and moral responsibility, which will prepare them for life both in school and beyond the school gate.

7.2 Mobile phones

- Pupils are not allowed to have mobile phones with them on-site, if brought in for any reason, they should be handed in at the office.
- There are any plans in place to mitigate the risks of distraction, disruption, bullying and abuse
- Liability is an issue, in case of loss or damage

8. Responding to good behaviour

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

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

The Trust's ethos of encouragement is central to the promotion of positive behaviour and raising student self-esteem. It will enable pupils to appreciate their strengths, and recognise the success of others and help them become positive citizens in society.

Praise can be linked to work, effort, willingness, contribution, teamwork, thoughtful actions to others and personal achievement;

And it should be given when;

- a. It is above the standard for that group
- b. It is above the standard expected of that student
- c. It is of a consistently good standard
- d. Pupils demonstrate the 10 Values, Attitudes and Attributes of High Performance Learning
- e. Pupils demonstrate the three Advanced Cognitive Performance characteristics of High Performance Learning

We should avoid giving rewards as bribes e.g.; for classroom control

- On demand
- In a way that causes embarrassment
- In a way that devalues their worth to others e.g.; overuse

Positive behaviour will be rewarded with:

Types of reward may include:

- Positive comments in class or in marking.
- Awarding of a credit linked to one of the Academy's Values ('the six Es').
- Newsletter press releases report achievements and successes.
- Exceptional service may mean the Academy will nominate pupils for external awards.
- Achievement may be celebrated via certificates for academic excellence, endeavour and progress.

- Sporting and other similar achievements are celebrated in assemblies and other events when and where appropriate.

9. Responding to misbehaviour

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

9.1 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 like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical assault and/or fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

- Cigarettes, e-cigarettes, vapes, 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)

9.2 Sanctions

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

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be considered when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

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

The school will use the following sanctions in response to unacceptable behaviour:

It is the primary responsibility of all staff to discipline pupils themselves rather than referring the pupils in the first instance to more senior members of staff. There is a clear and well-publicised hierarchy of consequences that will occur if rules are deliberately broken (see Appendix 2)

The following strategies may be used by staff in class or in the playground:

- Public/private reprimand or quiet warning
- Moving the student within the class
- Isolate within the class, ie to sit away from other pupils

9.3 Removal from classrooms

In response to misbehaviour or disruption, the school may remove the pupil from the classroom for a limited time in accordance with the sanctions procedures above.

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

Removal is a serious sanction and will only be used in response to behaviour that has a significant impact on the education and/or welfare of those in the classroom. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by Mr McDonald and will be removed for a maximum of **1 session**.

Pupils will not be removed from the classroom for longer than 1 session without the explicit agreement of the Headteacher/Principal.

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

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

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

- Meetings with learning coaches
- Use of teaching assistants
- Short term behaviour report cards/behavior support plans
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

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

9.4 Suspensions and permanent exclusions

Only the Headteacher/Principal can issue a suspension or permanently exclude a pupil.

Suspensions will be used to provide a clear signal of what is unacceptable behaviour and will be issued in accordance with the sanctions policy set out in 9.2.

Permanent exclusion can be used in response to a serious breach of the behaviour policy or in response to persistent breaches where behaviour has not improved following in-school sanctions and interventions.

Please refer to our Suspensions and Exclusions Policy for more information.

9.5 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.

10. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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

Type of bullying	Definition
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

11. Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. Please refer to our Safeguarding and Child Protection Policy and Child on Child Abuse Policy for more information.

12. Safeguarding

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

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

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

Please refer to our Safeguarding and Child Protection Policy for more information.

13. Responding to misbehaviour from pupils with SEND

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an Education, Health and Care Plan (EHCP), 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 and reasonable adjustments to mitigate against these occurring.

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

Examples of such measures might include (but are not limited to):

- Short, planned movement breaks for a pupil with SEND
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements
- SEND-specific training for staff
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

13.2 Adapting sanctions for pupils with 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 considering a behavioural sanction for a pupil with SEND, the school will take into account whether the pupil's SEND was a contributing factor in the misbehaviour and if so whether the school had put in place reasonable adjustments and/or whether the provisions set out in the EHCP were in place (where applicable).

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.

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

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

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

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

13.4 Pupils with an Education, Health and Care Plan (EHCP)

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

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

14. Reasonable force

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

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

Incidents of reasonable force must:

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

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

15. Confiscation and searches

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Procedures for searching pupils are outlined in Annex A.

Confiscation

Any prohibited items (listed in section 9.1) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is considered detrimental to the learning and/or welfare of the pupil and/or others in the school community. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

16. Off-site and online misbehaviour

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

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

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

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

- Could adversely affect the reputation of the school

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

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

17. 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, headteacher will make the report.

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

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

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 needs 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 Safeguarding and Child Protection Policy, Allegations of Abuse Against Staff Policy and Child on Child Abuse Policy for more information on responding to allegations of abuse against staff or other pupils.

19. Training

Staff are provided with induction and regular training on managing behaviour, including training on:

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

Behaviour management will also form part of continuing professional development.

20. Monitoring arrangements

20.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of off-site directions and managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

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

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

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

Behaviour at lunchtime

Lunchtime can be a time for children to consolidate strong, sometimes lifelong, friendships with one another, and to spark an interest in a particular hobby or activity. It's a time when they have the opportunity to confide in or share problems and interests with an adult; someone they can trust and feel safe with. Lunchtime supervisors have the ability to be a consistent link with the perhaps more formal relationships within the classroom. Without doubt, the role of the lunchtime supervisor is demanding, skillful and vitally important for both individual child and the whole-school community.

Much of the "task" of supervising children during lunchtime involves common sense and thoughtfulness. It is important for the sake of the children in our care that all staff apply the same standards to all of the pupils. We aim to provide a safe environment for our children where they are able to enjoy their lunchtime break, and do the things / play the games they choose, in an ordered, structured framework.

In the Dining Hall, most of the children are able to get on with their lunch with little adult help. Having said that, some of the children in there are very young (as young as two), and they need help from time to time to eat their lunch. A love of children really helps here; a friendly word, a smile now and then, a "spark" of humour, with the younger children in particular, can

reap enormous rewards later in their school life (and make the Lunchtime Supervisor's job easier and more pleasant too!).

The above policy issues will contribute to ensuring lunchtime supervisors are:

1. Confident and able to remain calm.
2. Fair and non-judgmental towards all children.
3. Excellent role models in both verbal and non-verbal behaviour.
4. Proactive and familiar with reward/sanction systems when required.
5. Important stakeholders in the life of the whole school.

Shouting in the dining hall should not be resorted to. LSAs should have a signal to use when they would like less noise - a whistle should only be used **outside** to attract the children's attention.

LSAs are requested to inform relevant staff of any incidents they feel they should be aware of.

If an incident of poor behavior at lunch time occurs, the member of staff should:

- practice safe touch and soothing strategies.
- adopt a restorative approach (discuss the incident, ask the child why their actions weren't appropriate, explain that we need to be fair and understand what we could do differently and the child should apologise.
- if the child does not apologise or the incident is repeated then the child must have five minutes of self-reflection time, before repeating the above two steps.
- if this happens a third time then they should be sent to a senior member of staff or their class teacher.

Incidents of poor behaviour are recorded in a book – incidents must be reported to a member of SLT who will record the incident in the book. These incident books are monitored by the head of school to identify any persistent offenders, possible bullying, or racial abuse. Pupils appearing regularly in the books will be informed and their behaviour closely monitored in line with the procedures above. If necessary, pupils will be subject to close supervision, or excluded from school at lunchtimes. In contrast, LSAs are also able to nominate children to receive a weekly certificate for a particular reason; nominations should be made to his / her class teacher.

20.2 Monitoring this policy

The Trust will monitor implementation of this policy in all Trust schools, and implementation of the policy at school level will also be monitored by the Local Academy Committee.

This policy will be reviewed and approved annually by the Trust Board. It is a Category B policy and applies to all schools in the Trust, with school-specific elements approved by the Local Academy Committee.

Annex A: Searching Pupils

Searching a pupil

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

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

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

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

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

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 to be searched
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation
- Explain to the pupil what a search entails – e.g. by stating, 'I will ask you to turn out your pockets and remove your scarf'

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 to try and determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 9.1, but not to search for items that are only identified in the school rules.

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- 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 9.1) 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 9.1
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 9.1), 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) or items listed in the school rules as banned items. 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) and **strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.**

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Appendix B – Rewards and Sanctions

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance and through occasional rewards and privileges.

Rewards may include that which is mentioned above, as well as:

- < Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with a Celebration Certificate. The awards are read during celebration assemblies.
- < Verbal praise and smiling at children.
- < Verbal praise to parents about their children.
- < Awarding 'smiley faces', team-points, stickers, etc.
- < Giving additional playtime.
- < Giving additional time for children to pursue activities of their own choice.
- < Sending positive letters home, praise postcards, etc.
- < Learning about examples of good behaviour in assembly.
- < School certificates (respect / healthy living / academic / creativity) awarded termly. When all four certificates have been earned, then a school badge is awarded.
- < Sending good work to other staff members for reward or praise.
- < Special responsibility jobs.

- < Special privileges (e.g. free time)
- < Positive phone call or text home
- < Class-wide rewards
- < Team-points (counted weekly)

Despite positive responses as a means to encouraging good behaviour at St Buryan Academy Primary School, it may be necessary to employ a number of sanctions to enforce the Golden Rules, and to ensure a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

Logical consequences – A logical consequence is a sanction that should ‘fit’ the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained. If the class/school rules are broken the sanctions that may be taken are outlined in the table below (sanctions will be differentiated to the needs of the children):

	Example of Behaviour	Possible Responses	Possible Sanctions
STAGE 1	<ul style="list-style-type: none"> * Wandering about * Calling out/ * Interrupting the teacher * Talking at inappropriate times * Pushing and shoving in the line * Irritating other children * Interrupting other children * Running inside the school building * Being in the wrong place at the wrong time (eg. by PE sheds during break time). * Talking inassembly * Ignoring instructions * Silly noises * Pushing inline * Not completing sufficient work in lessons * Not completing homework to the expectedstandard, including reading regularly at home as outlined by the class teacher * Silly or irritating name calling 	<ul style="list-style-type: none"> * Speak to child * Eye contact * Reminders * Give child choices * Either stop talking or sit somewhere else 	<ul style="list-style-type: none"> * Change seating arrangement * Sent to play elsewhere or with someone else * Asked to apologise for behaviour * Quiet reminder * Non-verbal signals (e.g. Eye contact) * Children will be given a verbal warning by the class teacher, learning support assistant or supervisor * Name on board – after 3 warnings in a day move to stage 2 * Some incidents in this stage may result in immediate loss of play e.g. talking in assembly as children are given constant reminders of this

STAGE 2	<ul style="list-style-type: none"> * Persistent stage 1 behaviour * Deliberately harming someone * Not responding to teacher * Disruptive behaviour * Deliberately causing a disturbance * General refusal to do anything * Accidental damage through carelessness * Cheeky, off-hand comments * Minor challenges to authority * Rudeness affecting other pupil's learning * Mild, one-off swearing * Inappropriate remarks to other pupils including racial, religious or homophobic prejudice * Lying about something that has been seen by a responsible adult * Harmful/offensive name calling 	<ul style="list-style-type: none"> * Talk to child * Discuss consequences of behaviour * Separate child from scene or other children involved <p>In repeated cases:</p> <ul style="list-style-type: none"> * Record repeated cases of Stage 2 behaviour in MyConcern. 	<ul style="list-style-type: none"> * Separate from class or group for a while * Send to another classroom * Write a letter of apology or apologise verbally * Completion of a 'Think Sheet', giving child time to reflect on their behaviour * Complete unfinished work in own time e.g. playtime * Possible temporary withdrawal of a privilege * In repeated cases: * Key Stage Leader or Head of School * Informal contact with the parents by class teacher
STAGE 3	<ul style="list-style-type: none"> * Persistent stage 2 behaviour * Deliberately throwing objects with the intention of breaking them or harming someone * Harming someone physically * Deliberately damaging school or personal property * Leaving class without permission * Repeated refusal to do set tasks * Continued and serious cheeky responses * Serious challenges to authority * Harmful or offensive name-calling, including racial, religious or homophobic remarks * More serious or repeated swearing * Verbal abuse of a child * One-off bullying or manipulative behaviour * Repeated refusal to do set task 	<ul style="list-style-type: none"> * Referral to Key Stage Leader or Head of School * Possible involvement of SENCo (Behaviour Support) to consider putting behaviour plan in place * In the case of a racial incident, the appropriate action will be taken * Head begins to keep a record of incidents 	<ul style="list-style-type: none"> * Sent to head of school * Contact with parents * Completion of a 'Think Sheet' * Possible exclusion from classroom for a period of time * Possibility of parent involvement in school e.g. working with their child * Possible internal playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) * Possible placing on SEN register for emotional and behavioural difficulties * Consider involvement of outside agencies to assess need and to give support to the pupil, school and parents

STAGE 4	<ul style="list-style-type: none"> * Persistent stage 3 behaviour * Repeatedly leaving the classroom without permission * Fighting and intentional physical harm to other children * Throwing large, dangerous objects * Very serious challenges to authority * Leaving school grounds (or attempting to) without permission * Verbal abuse of any staff * Vandalism * Stealing * Persistent bullying, including racial harassment 	<ul style="list-style-type: none"> * Immediate removal of offender from scene * Situation to be monitored by teachers and Key Stage Leaders and Head of School * Head of School keeps a record of incidents * Involvement of SENCo (Behaviour Support) 	<ul style="list-style-type: none"> * Telephone parents and meet with them as soon as possible * Internal exclusion from lesson * Possible playground exclusion for a specified period of time (up to 2 days depending on severity of behaviour) * Pastoral support programme considered * Ban on representing the school and/or trips outside school - fixed period * Completion of a 'Think Sheet' * Involve outside agencies to assess need and to give support to the pupil, school and parents
STAGE 5	<ul style="list-style-type: none"> * Persistent stage 4 behaviour * Extremely dangerous or violent behaviour * Very serious challenges to authority * Repeatedly leaving school grounds (or attempting to) without permission * Physical abuse of any staff member/adult * Malicious physical assault on another pupil * Persistent verbal abuse to a member of staff 	<ul style="list-style-type: none"> * Immediate removal of offender from scene * Immediate involvement of Head of School (or Senior Leadership Team if HoS is not available) * Head of School keeps a record of incidents * Involvement of SENCo (Behaviour Support) 	<ul style="list-style-type: none"> * Pastoral support programme set up after several fixed term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion. * Involve outside agencies to assess need and to give support to the pupil, school and parents * Fixed term exclusion
STAGE 6	<ul style="list-style-type: none"> * Persistent stage 5 behaviour 	<ul style="list-style-type: none"> * Governor disciplinary sub - committee convened * Permanent exclusion from school 	

All the above sanctions are put in place at the discretion of the Head of School, and the context and child's needs will be fully considered when sanctions are applied.

Should a child be demonstrating consistent poor behaviour, the school will work with home to put together a Behaviour Support Plan.

The person(s) in charge of leading behavior at St Buryan Academy is Mr Josh McDonald (Headteacher).

