

# Harewood Primary School



**Aspire, Acquire, Achieve**

## Behaviour Policy

Approved by Governors:	September 2023
Review Date: (Annually)	September 2024
Signed by Headteacher:	
Signed by Chair of Governors:	

## Statement of Intent

Harewood Primary School is committed to providing a caring, friendly positive, inclusive culture that promotes excellent behaviour and ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment where they feel safe, valued and respected, and learn free from the disruption of others. We actively promote a range of values through our environment and the relationships we foster: diversity, protected characteristics, equality, fairness, honesty, trust and respect. We aim to ensure that all children develop self-esteem and self-discipline as well as respect and consideration for others. They should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems. Children should be given opportunities to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Rewards and sanctions should be used fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable pupils. Consequences should enable a pupil to reflect on, and learn from a situation and to make reparation wherever possible. We believe in a positive, productive relationship between home, school and the community. Our aim is to provide an enriched and stimulating curriculum that motivates children to develop all aspects of themselves as learners. We strive for the highest possible standards of achievement for all children.

## 1. Aims

This policy aims to:

- › Create a positive, inclusive culture that promotes excellent behaviour: ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment where they feel safe, valued and respected, and learn free from the disruption of others.
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- › Provide a consistent approach to behaviour management that is applied equally to all pupils.
- › Outline the school rules.
- › Outline the expectations and consequences of behaviour.
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- › Outline how children are supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- › Outline how children with SEND, disability and vulnerable pupils are supported with behaviour.
- › Establish how school should work in partnership with parents/carers to develop and promote positive behaviours.
- › Outline how external agencies are used to support behaviour where necessary.

## 2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

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- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#)

In addition, this policy is based on:

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

### 3. Definitions

#### **Social, emotional and mental health difficulties (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Misbehaviour** is defined as:

- Non-completion of classwork
- Poor attitude

**Serious misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Repeated breaches of the school rules: Be safe, be respectful, be caring, be ready
- Any form of bullying including online
- Name calling
- Physically hurting another child or adult
- Vandalism
- Theft
- Fighting
- Sexual violence
- 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
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Possession of any prohibited items. These are:

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

#### 4. Bullying

Harewood Primary School is committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. The whole school community has a role in the prevention of bullying and each member needs to have a consistent view of what bullying is. When bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

##### **Aims:**

For all governors, teaching and non-teaching staff, pupils and parents to;

- have an understanding of what bullying is
- recognise the signs and symptoms of bullying
- know what the school policy is on bullying
- have consistent procedures to follow when bullying is identified
- be aware of the issues surrounding 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.

**STOP** – Several times on purpose

##### **Distinguishing bullying from other forms of aggression**

We accept that sometimes children are not nice to each other and this can result in name-calling or even physical aggression. This does not mean the perpetrator is a bully. Bullying is distinctive from other forms of aggression in a number of ways:

##### **There must be the intention to hurt**

The bullying behaviour must be deliberate, not accidental.

##### **There must be a hurtful action**

There must be behaviour that causes harm or distress to the victim.

##### **There must be a repetition of the behaviour**

Bullying is repeated it is not a one off occurrence.

##### **There must be an abuse of power**

Bullying requires that there is an imbalance of power between the individuals involved and that the more dominant individual abuses the power he or she has over the less dominant individual. It is difficult for the victim to defend himself or herself.

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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

### Signs and symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. All staff and parents should be aware of these possible signs and investigate if a child:

- > changes their behaviour
- > becomes anxious, emotional, withdrawn or lacking in confidence
- > becomes aggressive, disruptive or unreasonable
- > is reluctant or unwilling to go to school
- > repeatedly complains of feeling unwell in the morning
- > school performance deteriorates
- > there are sleep or appetite problems
- > has unexplained cuts or bruises
- > begins bullying other children or siblings
- > is frightened or unwilling to say what is wrong

### Responding to incidents of bullying (Including Cyber bullying)

Procedures to follow:

#### 1. Pupils will:

- > Report bullying to any member of staff by telling any adult or writing in their Friday communication book, which is a personal and private dialogue between teacher and child.

#### 2. Parents will:

- > Inform school if they are worried about their child in relation to bullying. They should approach a member of staff, the Head teacher, Mrs Heywood or Mrs Dawson, Deputy Head and Lead Behaviour Teacher. Cases of bullying will be dealt with seriously and consistent procedures will be adopted.

#### 3. School will:

- > Always listen. If a child reports bullying, the child should be listened to, taken seriously and appropriate enquiries made.
- > Investigate all incidents of bullying.
- > All incidents of bullying are reported to the Head teacher - Mrs Heywood and the Lead Behaviour Professional - Mrs Dawson and recorded on CPOMS. This will describe the complaint that was made; the investigation carried out and actions taken. Inform parents and if necessary invite them to come in to discuss the issue.
- > Homophobic and Racist bullying are recorded separately. Racial Incident Monitoring Form RI1 is used to report racist incidents. The number and nature of bullying incidents will be presented to the Governing Body termly.
- > Identify a key person to offer ongoing support to the child and to be available for them to report any future concerns or incidents to.
- > All incidents of inappropriate behaviour are recorded on CPOMS. This identifies who was involved, where and when it happened and actions taken. CPOMS is then monitored by

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the Class teacher to identify any children who are repeatedly involved in inappropriate behaviour or any patterns of behaviour across school.

- Apply these procedures consistently.
- Use Restorative Practice to deal with bullying. Questioning, which requires reflection, is used and a reparative focus is built into the outcome. The wronged child is included in the outcome and where appropriate the class or a group is part of the conversation. The focus is on repairing relationships to reduce repeated incidents rather than purely punishing the perpetrator. Time is built into the organisation of the day to enable restorative conversations to occur.

Pupils who have been bullied will be supported by:

- Individual or group work on developing strategies for dealing with bullying and developing friendships
- Developing self-esteem and self confidence
- Continued support to ensure that the bullying has stopped.

Pupils who have bullied will be supported by:

- Exploring reasons for the bullying through discussion with the child and their parents
- Helping the child to understand why their behaviour is wrong and how to change.
- Speaking to parents

### **Raising Awareness**

Anti-bullying forms an important part of the curriculum. Awareness of what bullying (including cyber bullying) is and strategies for dealing with it are taught within PSHRE.

We will use the slogan '**STOP**'

Several  
Times  
On  
Purpose

Posters will be put in each classroom using the slogan and the following information:

Don't get involved

Don't just stand and watch

Don't tell the bully that you will report them, but you must report them

### **PSHRE**

Class teachers will deliver programmes of work in PSHRE (including the use of Discovery Education) aimed at raising awareness of bullying; developing strategies for dealing with bullying; improving self-esteem and confidence and developing the skills to make and sustain friendships.

#### **Computing**

E-safety and E-security are taught as part of the computing scheme of work. Pupils are taught that the Internet can be used as a way to influence and persuade people. They learn that they need to be aware of the risk of online radicalisation and that organisations seek to radicalise young people through the use of social media and the internet. They are taught how to build their resilience to radicalisation and who to report to if they are concerned by anything they have seen or heard on the internet. Pupils are taught about the dangers of the internet and social media safely and how to use it safely and age appropriately.

The school has signed the anti-bullying charter and the Governing Body has approved this. This policy takes account of the Human Rights Act 1998. When dealing with incidents of bullying, the school will consider Human Rights issues.

## **5. Roles and responsibilities**

### **5.1 The governing board**

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the head teacher

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- › Monitoring the policy's effectiveness
- › Holding the head teacher to account for its implementation

### 5.2 The head teacher

The head teacher is responsible for:

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

### 5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
  - › Establishing and maintaining clear boundaries of acceptable pupil behaviour
  - › Implementing the behaviour policy consistently
  - › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
  - › Modelling expected behaviour and positive relationships
  - › Providing a personalised approach to the specific behavioural needs of particular pupils
  - › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
  - › Recording behaviour incidents promptly on CPOMS and ensure that the action is also recorded
- Homophobic, transphobic and racially motivated incidents have their own category on CPOMS to enable accurate analysis. Incidents are reported to SIC termly
- › Staff are aware of the requirement to alert the head teacher to any incident that may indicate radicalisation and staff have completed PREVENT training and refresher training. Incidents are reported to SIC termly.
  - › Analysing CPOMS data to look for patterns of behaviour.
  - › Challenging pupils to meet the school's expectations

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

## 5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture
- Be involved in all stages of decision-making and their views listened to and considered. 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. Our parent support advisor, Louise Anderson, works very closely with the parents of children who are experiencing social, emotional, mental health or behavioural difficulties. Parents are consulted when a pupil is placed on the SEND register and are invited to reviews on a termly basis. As co-educators of children, their views are sought and valued and they have an important role to play in supporting SEND support plans (Boxall action plans). Their views are written on SEND support plans at the termly reviews. A copy of the SEND support plan (Boxall action plan) is provided following the review. Parents are invited to meet teachers from outside agencies to discuss their child.

## 5.5 Pupils

- Pupils will be made aware of the expected standard of behaviour they should be displaying at school
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be supported to meet the behaviour standards
- Pupils will become familiar with the school's key rules and routines
- Pupils will be aware of the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- Pupils will be aware of the pastoral support that is available to them to help them meet the behavioural standards

## 6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Accept sanctions when given
- Engage in restorative practice when relationships need reparation.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

We must be consistent in the messages we convey about what behaviour is acceptable. A consistent approach enables staff and children to be clear about the response certain



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behaviours will receive. The boundaries of acceptable behaviour are apparent to all. However, any approach to behaviour should contain a degree of flexibility, as too rigid a policy cannot be adapted to meet the particular needs of specific behaviours. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **Quality of Teaching**

Well planned, differentiated work that meets the different learning styles of children is an important factor in behaviour management. Classrooms and general school areas should be attractive and well cared for to reflect high standards expected of children. Staff will have high expectations of learning and behaviour, while children are encouraged to achieve their very best.

### **PSRHE**

We aim to help children understand why certain behaviours are acceptable and others are not. Children are taught an emotional vocabulary so they can develop the language skills to help them recognise and understand their own and other's feelings. They will be given a framework for resolving difficulties constructively and taught social skills such as sharing, turn-taking, listening, giving and receiving compliments and criticism. This is done during assembly, in a weekly PSRHE lesson and throughout the curriculum using a variety of resources but based on Discovery Education.

### **Promoting the Protected Characteristics at Harewood Primary School**

The Equality Act became law in 2010. It covers everyone in Britain and protects people from discrimination, harassment and victimisation. Everyone in Britain is protected. This is because the Equality Act protects people against discrimination because of the protected characteristics that we all have. Under the Equality Act, there are nine Protected Characteristics:

1. Age
2. Disability
3. Gender reassignment
4. Marriage or civil partnership
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

At Harewood, we actively promote these in our curriculum and work to embed them into our ethos. We work to ensure that our children and school community understand that:

- Everyone is different
- We celebrate our differences
- We are all equal in our differences
- There are no outsiders at Harewood

Under the Equality Act you are protected from discrimination:

- When you are in the workplace
- When you use public services like healthcare (for example, visiting your doctor or local hospital) or education (for example, at your school or college)
- When you use businesses and other organisations that provide services and goods (like shops, restaurants, and cinemas)
- When you use transport
- When you join a club or association (for example, your local football club)
- When you have contact with public bodies like your local council or government departments

Books have been bought that feature single sex families to promote acceptance of same sex couples. Many families have same sex parents and references to parents and not mam and dad are school wide. Explicit references to gender are avoided wherever practical. Unisex

toilets are available for pupil use. HART is a charity that we can refer children to support with transgender issues.

### **Playtimes**

Playtimes are used as an opportunity to extend social skills and develop independence and responsibilities. Teachers and teaching assistants organise a range of structured games and activities, which all children can participate in.

### **The Sunflower Room**

The Sunflower Room is a dedicated therapy space. A number of staff have developed specific 1:1 skills and can be deployed to support particular children through strategic times of the day or in some situations full time. Some staff have received Art Therapy, Theraplay, Block therapy and sensory integration therapy.

### **The Westbury Room**

The Westbury Room provides a central base for SEN resources (SEMH - Social Emotional and Mental Health, CI – Communication and Interaction and CL – Cognition and Learning) and a place for specialist SEN agencies to assess and work with children.

## **6.1 Mobile phones**

Mobile phones are occasionally brought into school by upper key stage 2 children who have permission to walk to school without parents. If a phone is needed for this purpose, it must be switched off before entering the school grounds. It must be handed to the class teacher, who will lock it in a cupboard. It will be handed back to the child at the end of the day but must not be switched back on until they leave the school grounds.

## **7. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain an environment that encourages pupils to be engaged and is conducive to learning. Classrooms will be calm, quiet, low stimulation learning spaces.
- Display the school rules – Be safe, respectful, caring, ready.
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour. Refer to section 6 – what good behaviour should look like
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement of good behaviour

### **7.2 Safeguarding**

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

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

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

Please refer to our child protection and safeguarding policy for more information.

### 7.3 Responding to good behaviour

Our policy is based on positive rewards and praise. We believe that children should be rewarded for good behaviour. When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via Class Dojo or a phone call
- Star of the week certificate
- A visual reward such as stickers
- Head teacher award
- Position of responsibility
- Whole class or year group reward e.g. extra playtime
- Termly reports to parents include behaviour and effort.

### 7.4 Responding to misbehaviour

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

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

De-escalation techniques will be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. One or more of the following sanctions may be used in response to unacceptable behaviour. Sanctions should be used fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable pupils.

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Phone call home to parents
- Agreeing a behaviour contract
- Removal of the pupil from the classroom
- The use of off-site direction as a short- term temporary measure
- A managed move (used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently.) Managed moves should only occur when it is in the pupil's best interests.
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

## 7.5 Reasonable force

A key element within our behaviour policy is de-escalation. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

The Education and Inspections Act 2006 determines the right of school staff to use such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. It is for school staff to determine where force should be used, dependent on individual circumstances.

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
- 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.

It is the practice of the school (and Stockton Local Children's Board Policy) to inform parents where physical force has been used and for incidents to be recorded and a copy sent to the Local Authority.

## 7.6 Confiscation and searches

### Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### Searching a pupil

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the head teacher, 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 head teacher, 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 from causing disorder.

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

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

Outer clothing includes:

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- 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

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](#).

### **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**

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

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

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

## **7.7 Off-site misbehaviour**

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

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

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

- Could have repercussions for the orderly running of the school

- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip). Pupils with SEMH are closely supervised especially at playtime, lunchtime and when going out of school on a trip or to walk to the sports hall. These children would not be taken out of school if they posed a risk to themselves or others.

## 7.8 Online misbehaviour

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

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

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

## 7.9 Lunchtime/Playtime Arrangements

### Lunchtimes

There are Teaching Assistants responsible for behaviour over the lunchtime period. There are also Lunchtime Supervisors attached to year groups, who work alongside the Teaching Assistants. Any incidents that occur at lunchtime are logged and shared with the class teacher at the start of the afternoon lessons. Significant incidents are shared with parents and carers at home time. KS2 Children, who have packed lunches, eat in the classroom to reduce the number of children in the hall. Arrangements are made for children to eat in the classroom if they have difficulties eating in the school hall. This may be because of sensory difficulties, such as noise or the size of the room, or mixing with children and staff who they don't usually come into contact with.

### Playtimes

Teaching Assistants and Teachers manage playtimes through establishing games for children to access. This has been a focus of school improvement and has resulted in much more purposeful play. Staff supervising at playtime and lunchtime have been able to develop friendship groups and establish games with a smaller consistent number of children they know very well.

## 7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the head teacher / member of the Senior Leadership team will make the report.

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

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

## 7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

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

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

## **8. Serious sanctions**

### **8.1 Detention**

Pupils can be issued with detentions during break or after school during term time. Teachers can make the decision to keep children in during break times but if a child is asked to complete work after school, a member of the senior leadership team must agree this.

Parents will be informed if a child is asked to remain in school to complete work after the end of the school day.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities



## 8.2 Removal from classrooms

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

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

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by either a teacher, teaching assistant, the head teacher or deputy head teacher.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the head teacher.

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.

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 on CPOMS.

## 9. Support for children with behaviour difficulties

### 9.1 Support

- Referral to Stockton specialist behaviour team using the delegated funding.
- Referral to the Educational Psychologist for observation, specialist assessment and strategies to support the child.
- Referral to CAMHS (Children and Adult Mental Health Services) to assess for any underlying mental health difficulties.
- Referral for assessment on the Neurodevelopmental Pathway if there are any signs of ASD or ADHD.
- Boxall assessment through completion of the online Boxall Profile. This allows the structured assessment of the developmental progress of children's behaviour and identifies any consistent causes of behaviour patterns. A plan is produced for the child with strategies to support difficulties. This is reviewed termly.
- The V-SEND tool is used to develop a single, rounded picture of the needs of children and the support they need to succeed and prosper within and outside of their education.
- A play therapist works with children who have experienced trauma or who have had play therapy identified by other agencies.
- Thrive assessments for children with social, emotional and mental health difficulties and those who display challenging behaviours. We deliver Thrive strategies alongside the LA's specialist SEN HLTA for children with social, emotional and mental health difficulties and those who display challenging behaviours.
- School led therapy sessions such as Block Therapy and Sensory Integration interventions.

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- Therapy interventions by Alliance and the Bungalow Project to support children with social, emotional and mental health difficulties. This will provide them with the strategies to self-regulate and manage in situations both in and out of school.
- School has developed the use of Restorative Practice as part of behaviour management. Teachers use CPOMs to become familiar with those children whose behaviour is repeatedly causing concern to others and where strategies have not effected any change. Questioning, which requires reflection, is used and a reparative focus is built into the outcome. The wronged child is included in the outcome and where appropriate the class or a group is part of the conversation. The focus is on repairing relationships to reduce repeated incidents rather than purely punishing the perpetrator. Time is built into the organisation of the day to enable restorative conversations to occur.
- Use of teaching assistants
- SEND support plan / Boxall action plans
- Multi-agency assessment
- Short term reduced timetable
- EHCP assessment
- Request support from the Enhanced Mainstream School for SEMH

Support from an EMS for Social Emotional and Mental Health difficulties (SEMH) can be accessed via an application to the One Point Panel. Primary EMS for SEMH are St Paul's RC Primary School in Billingham and St Mark's C of E Primary School in Stockton. Within each EMS there are staff who will have the appropriate qualifications and/or experience to:

- Undertake specialist assessments of the child to accurately identify need, inform teaching and learning strategies and monitor progress
- Deliver training and advise mainstream colleagues on pupil need and teaching and learning strategies and monitor progress
- Understand the social emotional impact of the particular area of need
- Advise on strategies to build self-esteem, resilience and develop social skills, friendships and independence

For the placement to be considered, the child needs:

- to be either going through statutory assessment OR have an EHCP (the pupil will be dual registered until the EHCP is finalised)
- Have previously accessed support and guidance from the EMS to enable the home school to include and meet need
- Each pupil who is being offered a placement (In-Reach, dual registration or placement in EMS) will receive a bespoke transition plan (with timescales) with the agreement to offer a place

### 9.2 Preventative measures to school exclusion

- In addition to the strategies set out regarding initial intervention, school will consider the following:
- **An off-site direction** (temporary measure that maintained schools and academies for similar purposes can use) or
- **A managed move** (permanent measure) as preventative measures to exclusion.
- The use of alternative provision will be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction will only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

#### **Off-site direction**

- Off-site direction will only be used where in school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in Alternative provision.
- The school and Governing Body will carefully consider the nature of the intervention, its objectives, and the timeline to achieve these objectives will be clearly defined and agreed with the alternative provision upfront. The plan will then be frequently monitored and

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reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

- Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.
- When possible, in school interventions or targeted support from alternative provision schools should be used to meet a pupil's individual needs and circumstances – whether behavioural or special educational.
- Depending on the individual needs and circumstances of the pupil, off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning, alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is placed in a mainstream school) upon review of the time limited placement.
- The governing board must comply with the Education (Educational Provision for Improving Behaviour) Regulations 201029 and must show regard to the Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies.
- The statutory guidance covers objectives and timeframes with appropriate monitoring of progress. The governing board must ensure that parents (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day.
- Parents (or pupils aged 18 or over) and, where the pupil has an EHC plan, the local authority can request, in writing, that the governing board hold a review meeting. When this happens, governing boards must comply with the request as soon as reasonably practicable, unless there has already been a review meeting in the previous 10 weeks.
- The length of time a pupil spends in another mainstream school or alternative provision and the reintegration plan must be kept under review by the governing body, who must hold review meetings at such intervals as they, having regard to the needs of the pupil, consider appropriate, for as long as the requirement remains in effect. Not later than six days before the date of any review meeting, a governing body must give a written invitation to parents (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing body must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent.
- The governing body must keep the placement under review for as long as the requirement remains in effect and must decide following each review meeting as to whether the requirement should continue to have effect and, if so, for what period of time. The meeting should include arrangements for reviews, including how often the placement will be reviewed, when the next review will be and who should be involved in the reviews.
- Review meetings should take place between the school, parents, the pupil, and other agencies, and the local authority (if a pupil has an EHC plan) to establish agreed monitoring points to discuss the pupil's ongoing behaviour. These reviews should be recorded in writing and be frequent enough to provide assurance that the off-site direction is achieving its objectives.
- The governing body must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.
- To support a pupil with reintegration into their referring school, the focus of intervention whilst off-site should remain on ensuring that a pupil continues to receive a broad and balanced curriculum whilst any inappropriate behaviours which require intervention are being addressed. If a pupil with a disability or SEN has been moved offsite, the duties under the Equality Act 2010 and the Children and Families Act 2014 continue to apply (for example, to make reasonable adjustments or to put support in place to meet SEN).

- The length of time a pupil spends in another mainstream school or alternative provision will depend on what best supports the pupil's needs and potential improvement in behaviour.

### **Managed Moves**

- A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then (offsite direction) should be used. Managed moves should only occur when it is in the pupil's best interests.
- Where a pupil has an EHC plan, the relevant statutory duties on the new school and local authority will apply. If the current school is contemplating a managed move, it should contact the authority prior to the managed move. If the local authority, both schools and parents are in agreement that there should be a managed move, the local authority will need to follow the statutory procedures for amending a plan.
- Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.
- The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.
- If a parent believes that they are being pressured into a managed move or is unhappy with a managed move, they can take up the issue through the school's formal complaints procedure with the governing board and, where appropriate, the local authority.

## **8.5 Suspension and permanent exclusions**

The school can use suspension in response to serious incidents which threaten the safety and well-being of themselves or others or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. If behaviour cannot be managed using all the strategies outlined and the risk of harm to themselves, other children and staff is assessed as too great then a child may be permanently excluded from school. The LA must be informed and parents / carers have a right of appeal to the Governing Body if they wish. The decision to suspend or exclude will be made by the head teacher and only as a last resort. Please refer to our exclusions policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 Recognising the impact of SEND on behaviour**

#### **Special Needs**

Children who demonstrate continual social, emotional, mental health or behavioural difficulties are placed on the Special Educational Needs register. They will have a SEND support plan (Boxall action plan), which identifies specific areas of concern and outlines targets and strategies to support the child. SEND support plans are reviewed with the child and parents on a termly basis. Children with high needs funding or an EHCP, have a termly costed provision map to outline how support is allocated and funding is used. SEND is an agenda item in each team meeting. Copies of SEND Support plans are shared with each member of the year group with a role in teaching the pupil. Current SEND Support plans are accessed in 07.SEN. Reviews are carried out by the teacher most relevant to the child's needs. The SENCO works closely with staff, to identify children who need additional support within school.

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their

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SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

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

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

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

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

Approach to anticipating and removing triggers of misbehaviour may include:

- Short, planned movement or sensory breaks for a child with SEND who finds it difficult to sit still or concentrate for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit at the front.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism
- Use of sensory toys or exercises to help pupils regulate their emotions during sensory overload.

### 9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

The school's special educational needs 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.

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

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

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

Stockton SEND and Inclusion Service, on **01642 527145**

## **10. Supporting pupils following a sanction**

Following a sanction, such as removal from the classroom or suspension, the school will consider strategies for reintegrating pupils, helping pupils to understand how to improve their behaviour and meet the expectations of the school. This could include:

- Reintegration meetings with the head teacher, behaviour lead, pupils, parents and class teacher.
- Regular contact with the behaviour lead/SENCO
- Personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings to share information about individual pupils.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is recorded on CPOMS. Teachers will read all of the CPOMS of their new children before the start of each academic year.

## **12. Training**

Behaviour management will form part of continuing professional development. All staff have access to The National College online training.

## **13. Monitoring arrangements**

### **13.1 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 Managed moves
- Incidents of searching and confiscation
- Anonymous surveys for staff, pupils, parents and governors, on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by the head teacher, behaviour lead and SENCO

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.

### 13.2 Monitoring this policy

This behaviour policy will be reviewed by the head teacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the full governing body.

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

### 14. Links with other policies

This behaviour policy is linked to the following:

- Physical restraint policy
- Exclusions policy
- Child Protection and Safeguarding policy
- Online Safety policy
- Internet access protocol
- Peer on Peer Abuse Policy
- Sexting Policy
- Sexual Violence and sexual harassment between children in school Advice (DofE)
- Stockton SEND Local Offer  
<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=0>
- Harewood Primary School SEND Information Local Offer  
<https://www.harewoodprimary.org.uk/send/>

### Pupil Voice

All children at our school are encouraged to take responsibility for their behaviour and learning. Children are involved in consultation about behaviour in their classrooms and the school in general. Child representatives are chosen to attend a School Council meeting with a Governor and this informs the School Council Report for the Governing Body.

### Transition

Careful transition is planned between year groups, Key Stages and different schools. The needs of children with SEMH difficulties are discussed prior to transition to their next year group with both the child's current and next teacher. Provision and interventions are identified to meet these needs and SEND support plans are written. The needs and requirements of children transferring from KS2 to KS3 are identified on the Transition spreadsheet and discussed with the SENCO of their new school. Children who require additional High Needs Funding to support transition are identified and an application is made by the SENDCO. Transition Guarantee plans are written for all children who have an EHCP or who have accessed High Needs Funding. These are discussed at their transition review – a meeting between Harewood Primary, their chosen Secondary School and parents.

### Role of the Governing Body

This policy is the responsibility of the governing body. A Special Needs Governor, Elaine Pugh, has been appointed to work closely with school to ensure the policy is implemented. The Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

### Review and monitoring

The school will review this policy annually and assess its effectiveness in school.

Reviewed: September 2023

Next Review: September 2024

