



The Merton Primary School

To be the best we can be.

Behaviour Policy 2025-2026

Reviewed	Leadership Team
Frequency of Review	Annual
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Contents

1. Aims of the Policy	p3
2. The Merton Primary School's Behaviour Curriculum	p3-4
3. Definitions of Behaviour	p5
4. Bullying	p6
5. Roles and Responsibilities	p7
5.1 The LAB	p7
5.2 The Headteacher	p7
5.3 All Staff	p8
5.4 Parents and carers	p8
5.5 Pupils	p9
6. Setting Boundaries and Expectations	p9
6.1 Consistent Boundaries	p9
6.2 Setting High Expectations	p10
6.3. Behaviour in the Early Years	p10-11
6.3 It's Good to be Green	p12
7. Celebrating Positive Behaviour	p13
8. Sanctions	p14
9. Lunchtime Rewards and Sanctions	p15
10. Individual Report Cards and Behaviour Plans	p15
11. Serious Sanctions	p15
11.1 Removal from classrooms	p16
11.2 Suspensions and Permanent Exclusions	p16
12. Reasonable Force	p17
13. Off-Site Misbehaviour	p17
14. Online Misbehaviour	p17
15. Suspected Criminal Behaviour	p18
16. Zero Tolerance Approach to Sexual Harassment and Sexual Violence	p19
17. Confiscation, searches, screening	p19
17.1 Confiscation	p19
17.2 Searching a pupil	p20
17.3 Searching pupils' possessions	p20
17.4 Informing the designated safeguarding Lead (DSL)	p20
17.5 Informing parents	p20
17.6 Support after a search	p21
18. Responding to misbehaviour from pupils with SEND	p21
18.1 Recognising the impact of SEND on behaviour	p21
18.2 Adapting Sanctions for pupils with SEND	p22
18.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND	p22
18.4 Pupils with an EHCP	p22
19. Training	p22
20. Monitoring Arrangements	p22
20.1 Monitoring and evaluating behaviour	p22
20.2 Monitoring Policy	p23
21. Links to other policies	p23
Appendix 1 – 30 Second Scripts	

1. Aims of this Policy

Our aim is to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and with compassion. We respect the differences between staff and pupils and see this as a strength. We expect staff to develop individual and team approaches in response to differing children and situations and we understand that 'all behaviour is communication' – they must, however, be based on these agreed principles, grounded in our vision that positive and collaborative relationships are central to school life:

- That building positive relationships is the key to promoting positive behaviour, mutual respect between children and staff always
- That embedding & maintaining a high standard of behaviour is a whole school responsibility
- High standards of behaviour are promoted by having clear, whole school consistent norms and expectations. These must be explicit and act as a reference point for all staff and children (see ethos blocks)
- All staff must model good behaviour, promoting respect for all
- Effective teaching is inextricably linked to the promotion of positive behaviours, children should be guided and supported in taking responsibility for their own behaviour
- Managing behaviour should be interactive and be responsive to contextual factors
- Time must be given to teach social and behavioural skills and to build positive identities for individuals, groups and classes, within our PSHE curriculum (Jigsaw) sequence of learning but also a reactive approach to issues occurring 'in the moment'
- Children have a voice, given the time to be listened to, treated fairly and with respect.
- A positive approach to behaviour management based on valuing and promoting good behaviours is more effective than focussing on negative behaviours.
- Praise should be personal, specific and at times non- public. We want to create a culture where positive behaviour is intrinsically motivated. Rewards systems are for the 'team' and celebrate the positives and do not highlight negatives. For example, our 'Going for Gold' leading to a purposeful/planned Golden time.
- When problems occur, we must be proactive in adopting a solution-based approach avoiding a negative blame culture, children should be supported in talking with others to resolve conflicts and in learning to resolve problems independently.
- Good behaviour is fundamental to raising standards and to promoting social inclusion.

2. The Merton Primary School's Behaviour Curriculum

We are very proud of our work here at The Merton Primary School. We are ambitious to ensure that all of our pupils achieve the highest standards, both academically and personally.

Through our school curriculum, we aim to Make a Difference to the lives of our pupils and to the lives of others within the wider community. Learning is purposeful and we aim to be the best we can be through a knowledge and appreciation of our world; maximising the potential of individual character; prioritising physical and mental health and embracing positive relationships.

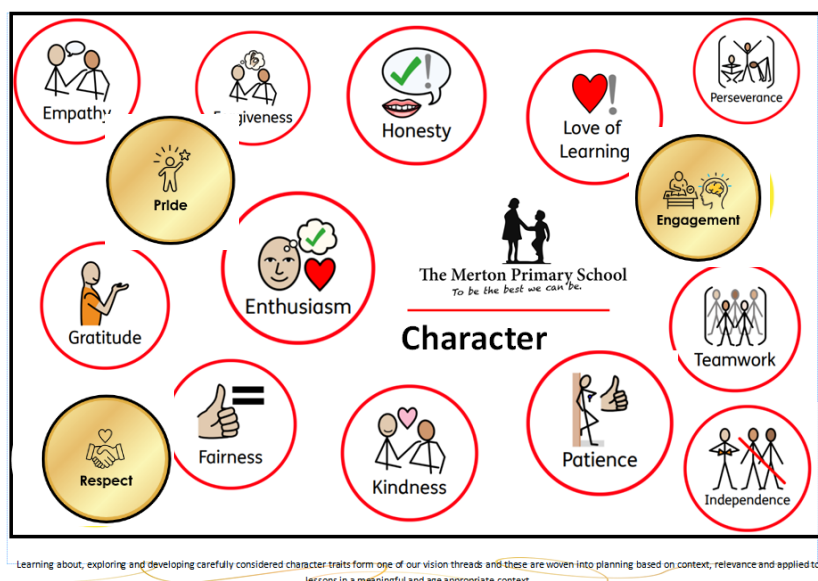
This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At The Merton Primary School, we put the child at the heart of our practice to improve wellbeing and help all children achieve their potential. Our aim is to:

- safeguard children from harm
- foster a safe environment
- enable effective teaching and learning
- value diversity and treat others with respect
- respect the school environment and other people's property
- promote self-esteem and emotional wellbeing
- support pupils in making appropriate choices regarding their actions and reactions
- ensure consistency of approach

Learning about, exploring and developing carefully considered character traits are also explicitly woven into planning based on context, relevance and applied to lessons in a meaningful and age appropriate way.

2.1 Character Traits

We encourage all pupils to demonstrate our character traits in their interactions with one another and ALL adults in school and these are interwoven into our curriculum— Learning about, exploring and developing carefully considered character traits are also explicitly woven into planning based on context, relevance and applied to lessons in a meaningful and age appropriate way.



We have identified 3 of these traits as our Golden Character Traits.

2.2 Our Golden Character Traits



Respectful

- We are kind to others
- We use good manners
- We show positive body language
- We celebrate our diversity
- We care for everyone and everything

Engagement

- We work hard to learn and achieve
- We are actively involved in learning
- We persevere and are resilient
- We show enthusiasm for learning

Ready to Achieve

- Our work is the best it can be
- We are smart in our correct uniform
- Our behaviour is excellent
- We are proud to belong to The Merton

2.3 Show Me Merton / Show me your Best

Show me Merton sets out our expectations for all pupils when the adult says 'Show me Merton'. In this way the children are able to demonstrate both respect and engagement when an adult is talking.

- Sit upright
- Be silent
- Put equipment down
- Track the speaker

Stop Signal

A hand up in the air is our agreed stop signal. When an adult raises their hand, all pupils are expected to stop talking and listen.

Our ethos and expectations for behaviour are underpinned by our school values and **specific teaching opportunities** are used to reinforce our values and expectations and these may include

- PSHE Scheme of Work (Jigsaw)
- RSE Scheme of Work
- Whole School and Class Assemblies
- Our Playground Guardians and School Council
- Work with parents – Home School Agreement
- Parent Consultations
- Working with our Pastoral Lead and ELSAs
- Restorative Chats
- Educational Visits and Visitors e.g. Police, Leicestershire’s Warning Zone

3. Definitions of Behaviour

<p>Behaviours not in line with our core value of Respect</p>	<ul style="list-style-type: none"> • Not on task, distracting others • Deliberate avoidance, not completing work • Calling out, attention seeking behaviour • Accidental damage to school or other property through carelessness • Running indoors • Not telling the truth • Unkind words/comments/name calling • Persistent play fighting /rough play • Answering back / Being disrespectful to staff • Retaliation
<p>Serious Misbehaviour</p>	<ul style="list-style-type: none"> • Stealing • Continued refusal of adults’ reasonable request • Inappropriate bad language • Any form of bullying including cyber bullying • Deliberate graffiti or damage to school or another child’s property • Deliberately hurting another child • Serious acts of sustained violence towards children or adults (kicking, fighting, hitting,) • Dangerous behaviour due to not responding to an adult’s request • Bringing in dangerous items into school(vapes, knives, weapons, drugs, alcohol, cigarettes, fireworks, any article that could be used to cause injury, offence/damage

	<ul style="list-style-type: none"> • Racial or Prejudice Abuse including those associated with the protected characteristics • Swearing
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4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. S.T.O.P= Several Times On Purpose.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <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

Details of our school's approach to preventing and addressing bullying are set out in our [anti-bullying policy](#) on the website..

5. Roles and Responsibilities

5.1 The LAB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2. The Headteacher is responsible for:

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

5.3 All 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
- Challenging pupils to meet the school's expectations

In addition, SLT

- To be visible around school, especially at the beginning and end of the day and during unstructured times.
- To share and model good practice
- To use behaviour data to target and assess policy and practice

5.4 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

5.5 Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

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

Extra support and induction will be provided for pupils with SEMH needs who are mid-year arrivals

6. Setting boundaries and expectations

6.1 Behaviour in the Early Years

In the Early Years at The Merton Primary, we focus on positive behaviour and reward this frequently throughout the day, mostly using verbal praise. Children may also get stars for their jar and parents are informed of stars (sticker stars) as an extra incentive, but we like to encourage them to follow our classroom rules because they want to do the right thing, not only to receive an external reward.

We focus on reinforcing expected behaviours and use the phrases:

- Kind hands
- Kind feet
- Kind words
- Good listening

In Early Years, children are learning how to identify and deal with their own feelings and behaviours, so it is important for staff to help them understand them and identify ways to express them appropriately. If children are displaying inappropriate behaviours, they will be given a warning and consequences appropriate to the situation, often a time out, in order to calm down and discuss the behaviour with an adult. After this time, children are supported to go back to the situation and find an appropriate way to manage it or make amends for their behaviour if necessary. We believe that just saying sorry does not support children to learn for next time, so we try to find a relevant way for the child to help, for example, checking a friend that they may have upset is ok, or helping to fix a model that they knocked down. Social Stories may be use to teach / reinforce specific behaviour expectations or rules.

6.2 Consistent Routines

Through teaching and promoting our Character Traits, children at The Merton Primary School learn that to achieve well and succeed in school they must work hard, concentrate and persevere when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Classrooms display our Golden Character Traits, associated reward 'star jars' and Show Me Merton in their classroom.
- Develop a positive relationship with pupils, which may include:
 - Meet and greet all children when they arrive in the morning.
 - Using the stop signal
 - Line up in register order
 - Modelling and reinforcing good behaviours for learning
 - Establishing clear routines

- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour/ challenge negative or inappropriate behaviours
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Plan lessons that engage, challenge and meet the needs of all learners
- Follow up every time / retain ownership and engage in restorative/ reflective dialogue with learners

7. Celebrating Positive 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.

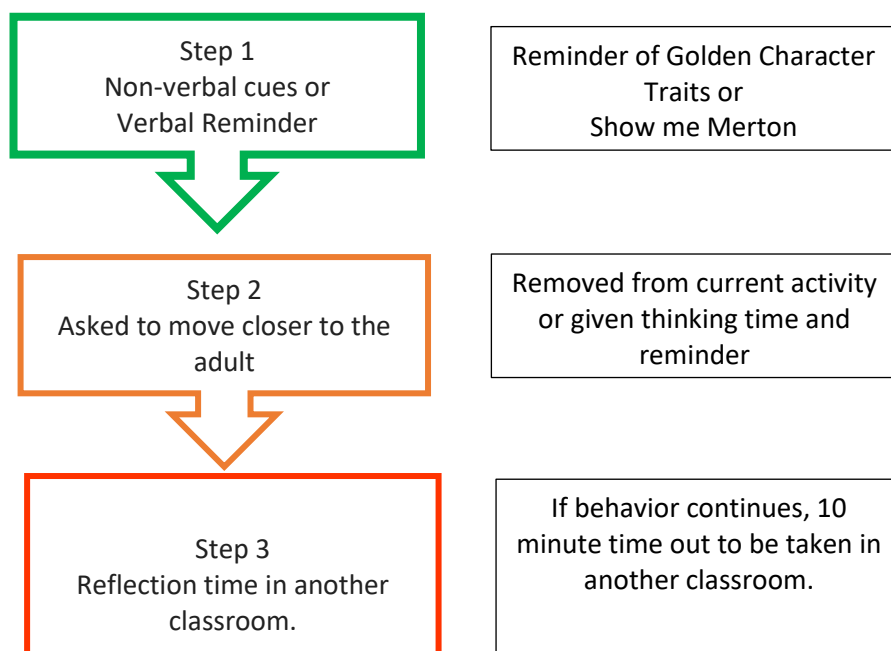
Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.



Classes collect stars which result in a reward when 25 stars fill the jar. The class reward will be decided collectively and may include an extra break or an additional recreational activity such as games or activities. Children will be awarded a star based upon one of the three golden character traits; Respect, Engagement or Pride. These may be awarded and celebrated during learning or more unstructured times such as lunchtime.

Reward	Procedure
Positive Praise	Constructive verbal or written comments in children's work and will reflect good or outstanding standards of achievement and/or attitude.
Going for Gold	Stars awarded for the collective reward (stars in the jar)
<i>Golden Character Traits Award tbc/ developed</i>	<i>Awarded to pupils in each class on a weekly basis or by any member of staff for demonstrating our character values in celebration assembly.</i>
<i>Postcards Home / Texts tbc/ developed</i>	<i>Teachers to send postcards home or arrange for a text message to be sent via Arbor.</i>
<i>Headteacher Golden Award (sticker?) tbc/ developed</i>	<i>For something 'Outstanding' Can be for school work or an outstanding piece of homework or personal achievement,</i>

8. Consequence



If Behaviour is considered extreme or unacceptable, teaching and support staff are expected to seek the support of SLT. In the first instance, seek the advice or support of the Assistant Headteacher/ Team leader. If they are unavailable / if considered more serious, it may be more appropriate to escalate directly to the Deputy or Headteacher. **Pupils of an Individual Behaviour Plan or report card may be taken to SLT for support in managing behaviour.**

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 including reasonable adjustments, identified and taken into account

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

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

- Reminders of what is expected
- Restorative and reflective conversations – ‘what alternative choice could be made another time’/ ‘what choice should you have made?’
- Expecting work to be completed at home, or at part of a break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as assisting tidying the dining hall
- Referring the pupil to a senior member of staff
- Individual Behaviour Plan
- Individual Report Cards
- Letter or phone call home to parents or meeting with parents
- Involvement of parent or carer e. g report card
- Internal Isolation (removal from the classroom for part of the day/week)
- Fixed term Suspension
- Permanent Exclusion, in the most serious of circumstances.

9. Individual Report Cards and Behaviour Plans

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

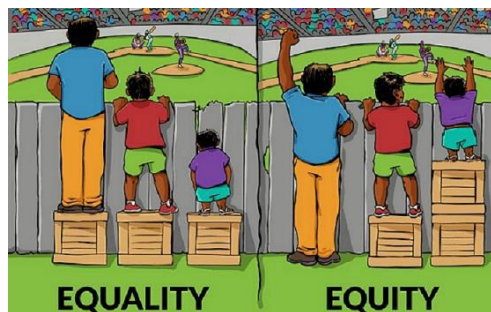
Our aim is to promote fairness and equality but with an understanding of the child's needs, age, social, emotional or mental health issues. This means some children will require additional support in addressing specific behaviours. In this case, these children will have **bespoke positive behaviour plans** outlining expectations, strategies, rewards and sanctions to be used with an individual child.

Equity not Equality

“Why do they get a different consequence? That’s not fair!”

At The Merton we recognise not everyone starts from the same place and not everyone has the same needs. Therefore, when deciding appropriate consequences it is important to understand the difference between *Equality* and *Equity*.

Equity is giving everyone what they need to be successful. *Equality* is treating everyone the same.



10. Serious sanctions

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may require a pupil to move to another classroom or area of school for period of 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 a member of staff, and will be removed for a **maximum of 1 hour**.

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

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

Parents will be informed 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 :

- Short term behaviour report cards
- Long term behaviour plans
- Referral to Leicestershire's Inclusion Panel for external behaviour support
- Multi-agency assessment

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

10.2 Suspensions and permanent exclusions

The school can use suspensions and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

Please see the [Bradgate Education Partnership Exclusion Statement](#) for further details

11. Reasonable Force

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

- Hurting themselves or others
- Damaging property
- Causing disorder

In school, force is used for two main purposes – to control pupils or to restrain them.

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.

If a restraint does take place, the relevant **Positive Handling Incident Report Form** will be filled in and the incident logged on Arbor.

12. 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).

13. 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.

14. 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, they 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.

15. Zero-Tolerance Approach to Sexual Harassment and Sexual Violence

We are vigilant to and will not tolerate child-on child abuse. Sexual Violence and Sexual Harassment can happen between **children of any sex** . It can involve individuals or can involve a group sexually assaulting or harassing an individual or group of children and can be between two children of any age.

Sexual violence includes:

- rape
- assault by penetration
- sexual assault - intentionally touching another person in a way that is sexual.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual "jokes" or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
 - Non-consensual sharing of sexual images and videos
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats
- We will reassure pupils that all reports will be taken seriously, no matter how 'small', and will be dealt with in line with our procedures.

We will listen to the victim and, where possible, take their wishes into account when considering the appropriate next steps (for example, around keeping a distance between the victim and the alleged perpetrator(s), or overseeing a piece of restorative work between both parties.

We will be honest and clear from the outset that incidents **where a crime has been committed will need to be referred to the police.**

We will recognise that sometimes when pupils demonstrate harmful sexual behaviour (HSB) towards another, it's because they're communicating their own experience of abuse.

We will offer the alleged perpetrator(s) a safe space to explain what may have happened to them and to discuss how their actions were not appropriate. Gently, but firmly, condemn the behaviour, not the pupil – otherwise they won't feel safe to open up about their own experience.

We will record all disclosures/incidents and follow up action on CPOMS.

16. Confiscation, searches, screening

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

16.1 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.

16.2 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.

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

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

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

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

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) / pastoral lead, 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 3, but not to search for items that are only identified in the school rules.

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

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

16.3 Searching pupils' possessions

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

- Desks
- Draws
- Bags/cloakroom

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.

16.4 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.

16.5 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

16.6 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.

17. Responding to misbehaviour from pupils with SEND

17.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies 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.

We will proactively work to anticipate or remove triggers of misbehaviour and this may include:

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

17.2 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 the above 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.

17.3 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.

17.4 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.

Leicestershire SENA – SENALocalityC@leics.gov.uk / 0116 305 6600

18. Training

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

- Happy Lunchtimes / Lunchtime expectations
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour
- ADHD
- Autism Awareness
- Team Teach for specified staff

Behaviour management will also form part of continuing professional development.

19. Monitoring arrangements

19.1 Monitoring and evaluating school behaviour

The Assistant Headteachers will monitor the data collected on Arbor in order to identify patterns and trends. This information will be shared with the Deputy and Headteacher and included in the Headteacher's Report to Local Advisory Board/

The data may be analysed from a variety of perspectives such as:

- At school level
- By year group
- By the type of behaviours
- 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 be proactive in planning key learning opportunities to educate and inform our pupils with regard to this.

19.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher 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 LAB.

20. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Anti-Bullying Policy
- Positive Handling Policy