

Keir Hardie Primary School



Behaviour and Discipline Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- foster shared responsibility amongst all staff, pupils and parents, for encouraging good behaviour and actively discouraging unacceptable behaviour;
- foster the personal and social development of all pupils to enhance their self esteem and develop their understanding of positive citizenship;
- develop emotional health and well being, recognising that behaviour is a form of communication.
- develop pupils' understanding of their rights and responsibilities of a 'Rights Respecting' School, RRS (UNICEF).
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

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](#)

[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](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

We believe, Children need to feel valued. It is when a child has good self - esteem that he or she learns best. Our behaviour policy recognises this and we aim to provide systems that lead to effective behaviour but at the same time strive to protect and build the self-esteem of children. Children at the Keir Hardie understand that choices about their behaviour have consequences for them and that adults will use agreed consequences to reinforce the rules. We use a restorative approach giving children the opportunity to put things right when they are ready to do so. Rewards will be implemented for all children so that MAGIC Habits and good behaviour choices are celebrated and acknowledged. Consequences for inappropriate behaviour choices will be enforced so that all children understand that there will be consequences for poor choices

3. Definitions

Poor behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to learning and disruptive behaviour in the classroom
- Defiance
- Incorrect uniform and non compliance

Challenging behaviour is defined as:

- Repeated refusal to follow the school rules
- Any form of bullying
- Sexual violence, sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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

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.

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

Teaching about bullying

It is important to raise awareness of the nature of bullying and teach children how to respond if they are involved in or witness an incident of bullying. It is also essential that children learn to identify what constitutes bullying and how it differs from normal disagreements. Through:

- The PSHE and Computing curriculum. Units on bullying form part of the curriculum.
- Assemblies, a good opportunity to reinforce the need to report incidents and explore strategies to identify and deal with bullying.
- Big questions and class discussions
- Through special activities (workshops, drama)
- During anti-bullying/friendship/Rights and respect weeks.
- An Anti-bullying guide for pupils has been created with input from KS2 pupils. It is written in child-friendly language. All pupils have their own copy of the guide, which is introduced in a PSHE lesson.

Parental involvement

To deal with bullying effectively it is crucial for the school and parents or carers to work together to support both victims and bullies. In order to make sure this happens, the school has produced an Anti-bullying guide for parents, which outlines the school's approach to bullying and gives advice on how to support children who are being bullied or bullying others. It also directs parents to national organisations which can offer independent support and advice.

School procedures

When an allegation of bullying is made, the Learning Mentor or class teacher speaks to the bully, the victim and any witnesses to establish what is happening.

Class teachers and other key staff involved with the children, including the Safeguarding, Inclusion and Behaviour Teams, are informed so that they can monitor the situation.

The Learning Mentor and a member of the SLT meets separately with the parents of the bully and the victim to share information and discuss how best to support the children.

The Learning Mentor or a member of the SLT works with the children either individually or together to resolve the problems. Where necessary, sanctions are imposed to impress upon the bully the seriousness of their actions.

The situation continues to be monitored for a period by the Learning Mentor and/or Behaviour Support teacher through informal conversations with the children involved.

A record is kept by the Learning Mentor and the members of SLT of all incidents of bullying.

Sanctions for bullying

These will depend on the nature and severity of the bullying, but they may include:

- Lunchtime Reflection(s)
- Referral to Restart for an afternoon
- Internal suspension
- Fixed-term suspension

5. Roles and responsibilities

5.1 The governing board

The Governing Board at Keir Hardie is responsible for:

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the Governing Board at Keir Hardie

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 behaviour logs are reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and staff

Being relentlessly bothered is the key to sustaining and maintaining positive rapport with pupils. Promote our MAGIC Habits

Staff are responsible for:

Creating a calm and safe environment for pupils (seating plans, carpets places)

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 (Stop Hand signal, and 1,2,3 signal for transition)

Modelling expected behaviour and positive relationships (5 trusted adults and the 5 Bs)

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 (tracking sheets, reflection sheets)

Challenging pupils to meet the school's expectations

Consistent celebrations and rewards to highlight good behaviour

Explain the expectations at Playtimes, Lunctimes and during Wet Play

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

Teachers must have clear and consistent routines in place. We expect all adults to demonstrate consistency in implementing the behaviour policy and supporting all pupils

Greatest impact:

- Notice something new about a child
 - Focus on effort not achievement
 - Don't tell children how their behaviour makes you feel
 - Refuse to shout
 - Use non-verbal cues
 - Focus attention on children who go 'over and above'
 - End lessons with a positive reflection

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

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

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's key rules and routines

The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural standards

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

The Early Years use The MAGIC Behaviour Chart.

All children start the day on **The Sun**.

Any children who use their **MAGIC Habits** including Positive learning behaviours are moved to **The Rainbow**.

Any children on **The Rainbow** at the end of the day earn a **Dojo Point**.

If children consistently move to The Rainbow for MAGIC Habits then they will receive a **MAGIC certificate** on Friday.

Children who make poor choices are placed on the **Rain Cloud** and then have to spend time (3-5 mins) reflecting in the **Reflection Corner**.

The adult who sends the child to the Reflection Corner must debrief and talk to the child about the choices they made, explain the preferred behaviour choice and what the next actions (for example apologise). Children who are able to make positive choices are able to then move back to **The Sun**.

If a child continues to make poor choices, adults will follow the EYFS consequence steps-

- 1) Reflection Time in class
- 2) Reflection time in the partner class- next door
- 3) Reflection time during some of their lunch time (no longer than 5 minutes)
- 4) SLT involvement if appropriate.

Early Year's staff give daily feedback to parents face to face and/or via Class Dojo using the key worker approach so parents and carers are fully involved.

6. School behaviour curriculum

We encourage good behaviour by teaching **MAGIC** habits:

Always be Motivated in their learning, always display a Positive attitude, show Gumption when facing obstacles, demonstrate Independent thinking and always Communicate effectively.

Motivation

Positive **A**ttitude

Gumption

Independence

Communication

We expect the children 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

Wear the correct uniform at all times

Accept sanctions when given

Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

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 a stimulating environment that encourages pupils to be engaged

Display the behaviour expectations and class charter

Develop a positive relationship with pupils, which may 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
- Concluding the day positively and starting the next day afresh
- Follow the school systems for dealing with low-level disruption
- Using positive reinforcement

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 found in the Staffroom and school website.

7.3 Rewards and responding to good behaviour

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

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

Positive behaviour will be rewarded with:

Verbal praise

Dojo points

House (Citren, Garnet, Sapphire and Emerald and MAGIC points

Stickers

Communicating praise to parents via a phone call or written correspondence

Sharing good work with SLT

Certificates, prize ceremonies or special assemblies

The MAGIC Chart

Positions of responsibility, such as prefect , Sports Leaders, School Council- entrusting pupils with a particular decision or project

Whole-class or year group rewards, such as a popular activity and a class treat

Praise and work published on the school website

Friendship Friday

To celebrate tolerance and promote friendship across the school community, every last Friday of the month the school will celebrate Friendship Friday. All pupils and staff will wear the Friendship T shirts (which was designed by a pupil in school) and jeans. A whole school assembly will be held to celebrate Acts of Kindness shown among pupils, parents/carers and staff.

Zones of Regulation

We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom and playground, sometimes children panic when faced with tricky learning problems or challenges. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they do not give up easily when faced with difficulty.





We want children at Keir Hardie to grow into successful teenagers then into adults. Teaching the children at a young age manage their feelings and express them effectively, will support them in later life so that they do not turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn strategies of how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit'.

What are the different Zones?

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

7.4 Sanctions and Consequences

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

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

Use of MAGIC Chart for EYFS

A verbal reprimand and reminder of the expectations of behaviour

Use of time out

Sending the pupil out of the class for reflection time

Expecting work to be completed at playtime, at home, or at break or lunchtime

Restorative conversations between adults and pupils to build and restore relationships

Agreeing a behaviour chart with a learning mentor

Setting of written tasks such as an account of their behaviour

Reflection time at break or lunchtime, or after school

Loss of privileges – for instance, the loss of a prized responsibility

School-based community service, such as tidying a classroom or litter picking in the playground

Referring the pupil to a senior member of staff

Letter, phone call home or meeting with parents to discuss the behaviour

Agreeing a behaviour chart

Suspension

Referral to Phoenix (PRU) for Respite Education

Managed Move

Permanent exclusions, 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 Physical Restraint (See the Physical Restraint Policy)

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

Risk to themselves or others

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 on Safeguard 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.

7.6 Off-site misbehaviour

Consequences/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

Consequences 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

Consequences 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).

7.7 Online misbehaviour

The school can issue behaviour consequences 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

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

7.8 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 headteacher / 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.

7.9 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 MASH
- 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

7.10 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

7.11 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

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

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), 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

Searching pupils' possessions

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

Pockets

Trays

Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3

If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

What happened

What was found, if anything

What has been confiscated, if anything

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

Support after a search

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

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

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

8. Serious sanctions

8.1 Reflection Time

Senior Leaders and Learning Mentors will lead reflections sessions for pupils

Pupils can be issued with reflection times during break or lunchtimes.

The school will decide whether it is necessary to inform the pupil's parents.

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

Allow the rest of the class to continue with their learning

Pupils who have been removed from the classroom are supervised by Learning Mentors or SLT.

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:

Use of teaching assistants

Short term behaviour report cards

Long term behaviour plans

Pupil support units

Multi-agency assessment

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

Pupils with challenging behaviour will need a **Pastoral Support Plan**

8.2 (b) What is a Pastoral Support Plan?

A Pastoral Support Plan (**PSP**) is a school based process intended to support those pupils for whom the universal school based strategies have not been successful. A PSP is a planned intervention for pupils who have received Fixed Term suspensions or at risk of permanent exclusion.

A pupil on a Reduced Timetables (RTT) should be on a PSP to support the reintegration back to attending school full time or for a pupil who has been attending Phoenix.

The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion. All involved should be clear about their responsibilities and what needs to be achieved.

A PSP is a useful tool to coordinate the support that the pupil receives from any internal or external staff ensuring maximum opportunity for success. The process is reviewed every 2-4 weeks where progress is reviewed.

What is involved in a PSP?

A PSP will identify the behaviours that the pupil does well, those that challenge the school's behaviour policies, are socially unacceptable and/or are detrimental to the child's SEMH needs.

It will set out specific and realistic responsibilities for the pupil and family involved and also all of the professionals that are supporting the pupil.

The PSP will also detail both the recognition that the child will receive if they demonstrate efforts to meet the responsibilities as well as the consequences that will result if the child does not demonstrate sufficient efforts. Finally, the PSP should detail the time limit for the duration of the PSP including dates when the PSP will be reviewed.

What should already be considered before a PSP is started?

- Learning environment checklist
- Quality First Teaching
- Curriculum support – including adaptations for pupil's learning style, flexible and/or individualised timetable
- Support during unstructured times
- Key person approach
- Consistency of approach from all adults
- Adherence to the Inclusion Policy

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion (following the LA Suspension and Exclusion guidance) 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.

Suspensions

At Keir Hardie Primary School we see suspensions or permanent exclusion as an absolute last resort, when all other strategies have been exhausted, including providing Early Help and seeing our School Counsellor and receiving help from Behaviour Support Services (BSS) and CAMHs.

There are incidents or circumstances where a suspension will be the only appropriate step. The Head Teacher and Senior Leaders make the final decision about the length of the suspension. A suspension occurs after consultation with staff and an investigation into the behaviour breach (which includes talking to staff, children and the child). The length of the suspension depends on the severity of the incident and individual pupil circumstances.

Some behaviour which warrants a suspension or permanent exclusion:

- Persistent offensive or violent behaviour towards pupils or staff
- Constant disruptive behaviour, defiance or persistent refusal to cooperate
- Repeated damage to school property or a serious incident of vandalism
- Continually not following the school rules and the intervention strategies put in place to support their behaviour.
- Abuse against sexual orientation and gender identity
- Abuse relating to disability
- Inappropriate use of social media or online technology
- Bullying and racist abuse
- Sexual misconduct
- Theft
- Physical assault against a pupil or an adult

The Chair of Governors is informed whenever there is a suspension and the LA is immediately informed of a suspension of 5 days or more or a permanent exclusion, as alternative educational provision must be made. There is a governors' Discipline Panel who are convened to make decisions about individual suspensions. The LA guidance sets out what information parents must be given about their child's suspension. While on suspension, the school has to set and mark work for the child.

If the pupil is a 'vulnerable child', then they have the opportunity to spend their suspension period at the Phoenix provision. This is a Newham provision specialising in supporting pupils who have been excluded or are in danger of being so. Attendance at Phoenix also provides the opportunity for pupils to explore the events that led to the suspension and identify different choices which could have been made. If the suspension is longer than 5 school days, the school will arrange suitable full-time education from the sixth school day, eg Attending Phoenix (Pupil Referral Unit).

Procedures

- If an incident is deemed serious enough to involve suspension, the school will endeavour to contact the parents on the day of the incident. If parents are separated and both have parental responsibility, then both parents will be informed of the suspension.
- A letter will be given to the parents/carers, outlining the reasons for the suspension and the measures parents can take in relation to them.
- Work will always be provided for the length of the suspension. It is expected all work will be completed to a good standard
- Parents must meet with a member of the Leadership Team for a **reintegration meeting** on the day that the child returns to school to ensure such events do not reoccur. Procedures to appeal against a decision are also clearly outlined in the letter.

Permanent exclusion

Permanent exclusion can only be granted by the Governors and usually follows a period of suspensions. The procedures for exclusions operate within the DfE guidelines at:
<https://www.gov.uk/school-discipline-exclusions/exclusions>

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

Anticipating and removing triggers of misbehaviour 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 room and Rainbow room) where pupils can regulate their emotions during a moment of 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 and follow LA SEN guidance .

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

Strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension.

This could include measures like:

Reintegration meetings

Daily contact with the Learning Mentors

A phone call, message on Dojo to parents

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 ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

The proper use of restraint

The needs of the pupils in your class and at the school

How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A staff training log can be found in appendix 2.

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 pupil support units, off-site directions and managed moves

Incidents of searching, screening and confiscation

Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed **half termly**

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 SLT, the headteacher and Keir Hardie Governing Board 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 Chair Of Governor.

14. Links with other policies

This behaviour policy is linked to the following policies:

Exclusions policy

Child protection and safeguarding policy

Physical restraint policy

Mobile phone policy

Acceptable Use Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2

We will use the following positive behaviour styles:

- **LANGUAGE** – choice of words we use
- **BODY LANGUAGE** – gestures (smile, frown, ‘The Look’)
- **TONE** - calm
- **UNDERSTOOD SIGNAL** – unobtrusive such as a smile, nod, thumbs up
- **PHYSICAL PROXIMITY** – moving near to pupils who are not on task
- **PROXIMATE PRAISE** – praise a child near to the one not doing what they should be doing
- **TACTICAL IGNORING** – choose which behaviours you want to change, don’t do it all at once
- **FOCUS ON PRIMARY BEHAVIOUR** – what the pupil should be doing ‘Where should you be? What should you be doing?’
- **RULE REMINDER** – refer to the rules ‘Thank you for remembering...’
- **NAME MENTIONING** – Bring their attention back ‘I know Bob is able to..’
- **DISTRACTION AND DIVERSION** – calling the pupil over to you or ask them a question
- **PARTIAL AGREEMENT** – ‘I know you have been using your coat as a goal post but it is cold today, so I would like you to wear it’
- **CONDITIONAL DIRECTION** – when...then direction. ‘When you put your plate away, then you can go out to play’
- **TAKE-UP TIME** – give a direction, then turn away, to show the expectation, instead of keeping the eye contact in a potential confrontational manner
- **LANGUAGE OF CHOICE** – ‘you know the rules/ expectations of allowing others to play, you have a choice, you can either continue to play with your friends or you can choose to stand by me’
- **TIME OUT/ THINKING TIME** – focused time to think about the choices they are making. It is not a punishment but a chance to think in order to make the right choices

Language of Choice

- **Good Choice**
- **I can see lots of good choices being made**
- **Can you think of a better choice?**
- **What would be a better choice next time?**
- **What would you choose to do better/ different next time?**
- **You can choose to do your work now or choose to stay in at playtime and finish your work with me**

Appendix 3

STAGE		Action
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Stage 1	Redirection / Reminder	<p>A reminder of the rules, delivered privately wherever possible.</p> <p>Gentle encouragement, a 'nudge' in the right direction. A reminder of MAGIC habits. Repeat reminders if necessary.</p> <p>De-escalate where reasonable and possible and take the initiative to keep things at this stage.</p> <p>Praise will be given if the learner is able to model good behaviour as a result of the reminder</p> <p>Use of 30-second script :</p> <p><i>'I noticed you are ...' (wandering around the classroom)</i></p> <p><i>'You are not showing our school value ...' (MAGIC)</i></p> <p><i>'You have chosen to ...'</i></p> <p><i>'Do you remember when you ...' (finished that work brilliantly)</i></p> <p><i>'That is who I need to see today. Thank you' (for listening)</i></p> <p>First verbal warning given and recorded on Tracking Sheet.</p> <p><u>Lunchtime</u></p> <ul style="list-style-type: none"> - Verbal warning to children behaving inappropriately. Recorded in MMS tracking sheet
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Stage 2	Time out (in class)	<p>Reflection/Bounce Back space with reflection tools and strategies available.</p> <p>If the pupil still does not engage, use the 30-second script with 2 minute catch up at breaktime to complete work or have a restorative chat.</p> <p>Use language of choice to support reflection</p> <p><i>'I can see lots of good choices being made'</i></p> <p><i>'Can you think of a better choice?'</i></p> <p><i>'What would be a better choice next time?'</i></p> <p><i>'What would you choose to do better/ differently next time?'</i></p> <p><i>'You can choose to do your work now or choose to stay in at playtime and finish your work with me'</i></p> <p>Second verbal warning given and recorded on Tracking sheet</p> <p><u>Playground</u></p> <p>Time Out (5 minutes) in specific reflection space to reflect on appropriate behaviour before being allowed to rejoin the playground.</p>
Stage 3	Time out (in partner class)	<p>Time out in partner class</p> <p>Three verbal warnings and the child is sent to partner class for 'Time-Out' for 10 minutes.</p> <p>On return to class restorative chat, may include work catch-up time at breaktime/lunchtime, agreement.</p> <p>Third verbal warning given and recorded on Tracking Sheet.</p> <p>Class Teacher calls home/ communicate via Dojo to inform day hasn't gone well and check that everything is okay at home.</p> <p><u>Playground</u></p> <p>Where the MMS is unable to resolve a dispute, the child is brought to a Learning Mentor or Senior member of staff to support resolving the incident, and agreeing next steps</p> <p>MMS tracking sheet completed and submitted at the end of each lunchtime to RW, information will be fed back into class to align with the class tracking sheet.</p>

Stage 4	Reflection	<p>Fourth warning the child receives a lunchtime reflection with a member of SLT – Children reflect upon which MAGIC they have not used, what choices they have made so far, what they can do differently moving forward.</p> <p>A slip is written out and the child goes at the start of lunch time – they must have their slips with them.</p> <p>Follow up – restorative chat with member of staff giving the reflection.</p> <p>Detentions recorded on SIMS</p>
Stage 5	Restart	<p>Restart is a reflective session that takes place at the end of the school day. Children are sent to Restart if they have displayed aggressive or violent behaviour or if they have reached stage 5 on the tracking sheet.</p> <p>Restart takes place daily at 2:30 with a LM</p> <p>Reflect – reflection and discussion with LM takes place during restart</p> <p>Restore - upon returning to class, restorative discussion is had with class teacher, in order to repair & restore the relationship</p> <p>Reintegrate back into the class after restorative discussion</p> <p>If a child attends Restart then a phone call will be made to inform parents.</p> <p>After two Restart sessions meeting with CT and LM called with parents to discuss ways forward.</p> <p>Restart recorded on SIMs</p>

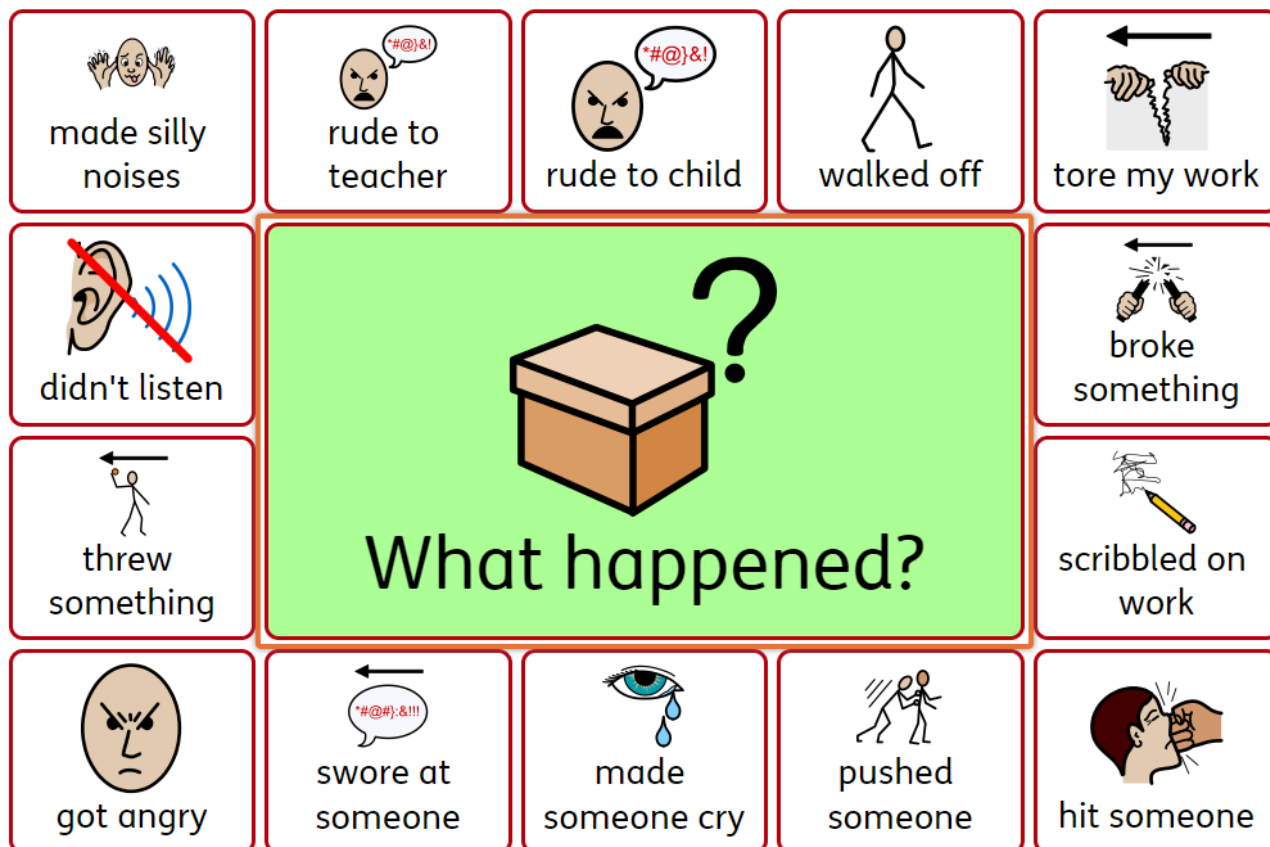
Appendix 4

Restorative conversations (REFLECT – REPAIR – RECONNECT)













- **What happened?**
- **What were you thinking/feeling at the time?**
- **What do you think/feel about it now?**
- **Who's been affected? How has this affected you?**
- **What's needed to make things, right?**
- **What have we learned from this?**

Appendix 5










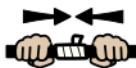





Behaviour reflection - to support adults scaffold conversations





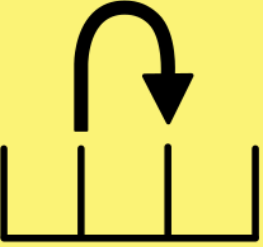





 angry	 sad	 worried	 fidgety	 excited
 confused	 <h2>How did you feel?</h2>			 mad
 bored				 out of control
 scared				 silly

 me	 a friend	 a teacher	 a TA	 my mum
 my class	 <h2>Who has been affected?</h2>			 my dad
 group				 brother
 adult				 someone else

 sad	 sorry	 guilty	 ashamed	 scared
 angry	 What are you thinking or feeling now?			 unsure
 okay				 worried
 something else	 fizzy	 confused	 happy	 better

 say sorry	 write it down	 talk with someone	 no reward	 no choosing
 draw	 <h2>How do I put it right?</h2>			 tidy up
 make a plan				 fix something
 make a change	 say how I feel	 truth	 minutes	 something else

 talk to a teacher	 ask for time out	 fiddle with something	 talk to a TA	 tell a friend
 sit next to someone else	 <h2>Next time I could..</h2>			 walk away
 drink water				 take deep breathes
 calm	 ask for help	 play with someone else	 make a change	 count to 10

How to support emotional regulation: **PALM**



Pause → Give yourself time to think, try not react to behaviours instinctively in a 'neuro typical' way.

Attune and analyse → How is the student feeling? Empathise and join in a little bit. Why is he doing that?

Label → Validate their feelings & Tell them how they feel

Model → Show a more acceptable way of expressing that feeling (speech, sign, action, coping strategy)

Example: Greeting



Behaviour: hits people over the back of their heads when passing them in the corridor

P: try not to say 'no hitting etc..'

A: the student is acknowledging people as they pass them

L: 'you want to say hello'

M: model signing and saying 'Hello' or giving a high five or give the student a hello symbol as a visual prompt when walking down corridors