



Behaviour Policy

Parklands Primary

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At Parklands Primary School, we believe that in order to facilitate teaching and learning, appropriate behaviour and positive relationships must be demonstrated in all areas of school life. This policy outlines the expectations we have of our pupils.

We aim to work in partnership with parents and our school community to provide and maintain a happy and stimulating atmosphere which encourages tolerance, thoughtfulness and the development of self-regulation so each child achieves success and is equipped with the necessary skills and attitudes for their continued education, work and leisure.

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
- 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
- Work with parents and pupils to create positive relationships that encourage mutual respect and good behaviour in and around our community

- Ensure equality and fair treatment for all. We treat everyone as an individual and our responses will be adapted based on specific individual circumstances.
- Create a safe environment for all pupils and staff by responding to incidents in line with our policy and current legislation.

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

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

3. Definitions

We expect our pupils to follow our school rules to be 'Ready, Respectful and Safe' at all times. We expect our pupils to uphold our School Values and the British Values so that all of our community are able to flourish.

3.1 School Values

Perseverance

Achievement

Respect

Kindness

Love

Accountability

Nurture

Determination

Self-Belief

3.2 British values

- Democracy – Our opinions matter in school
- Respect – We look after each other, and our school
- Tolerance – We accept each other's differences
- Rule of Law – We keep to the rules
- Liberty – We are free to make choices

3.3 – Expectations of behaviour

Pupils are expected to be 'Ready, Respectful and Safe' at all times. In order to achieve this, we expect our pupils 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 sensibly and quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences 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. (See section 5.4)

3.4 Home-School Links

We pride ourselves on our links with parents and encourage them to contact us if there are any concerns or if support is needed with their child's behaviour. Where appropriate, we will liaise with external agencies to gain support and advice. Children wear their uniform to show that they are a part of Parklands Primary School. Parents and pupils should be aware that there is an expectation that children behave respectfully and appropriately when in, and out of school; especially when in their uniform. The school reserves the right to take any reasonable action as a result of breaking its rules and regulations by any pupil when on, or off site in school uniform or can be identified as a pupil of our school.

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments

- Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
 - Theft
 - Fighting
 - Smoking
 - Racist, sexist, homophobic or discriminatory behaviour
 - Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - 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)

Teaching and learning support staff are responsible for setting the tone and context for positive behaviour within the school. They will reinforce our rules – to be ‘Ready, Respectful and Safe’ and remind the children of these principles in everything they do. Teaching and learning support staff will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display agreed rules – ‘Ready, Respectful and Safe’
- Develop a positive relationship with pupils
- Greet pupils in the morning, after break and after lunch
- Establish clear routines
- Communicate expectations of behaviour in ways other than verbally
- Highlight and promote good behaviour
- Conclude the day positively and start the next day afresh
- Have plans and strategies for dealing with low-level disruption
- Use positive reinforcement

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

3.5 Rewarding positive behaviour

At Parklands Primary School, we want to encourage pupils to make positive choices when it comes to behaviour and their learning. We set high, but reasonable expectations to aspire to every day. We aim to celebrate the positive things our pupils do both in and outside of lessons.

Rewards are given consistently as a means of acknowledging effort and achievement.

- Class Dojo – all children have the opportunity to earn Dojo Points every day which can be redeemed in the Dojo Shop. Children start each day on green and can then be rewarded for positive behaviour with dojo points. If a child has been on time out or removed from class they will stay on orange/red and move their way back to green for positive behaviour. (See Appendix A.) Positive behaviour could include:
 - Following school rules
 - Being polite
 - Being helpful
 - Being kind to others
 - Supporting others in their team
 - Showing our school values
- Celebration Assemblies - each week celebration assemblies will be held to highlight achievements by groups and individual pupils. Pupils will also receive their reward certificates. The emphasis in these events is on breadth and inclusion. Pupils will be recognised for their achievements including showing the school values, attendance, sporting events, extracurricular activities, activities outside school, excellent behaviour and attitude to learning. In order to further develop a culture of praise and success, we want to ensure that pupils are clear about the value placed on the achievements of themselves and their peers.

3.6 Consequences for negative behaviour

Behaviour is a form of communication and consequences are issued to encourage better choices as well as to identify patterns and to develop stronger and more productive working relationships. Pupils should expect that any inappropriate behaviour will see the issuing of consequences following our Behaviour Ladder (Appendix 1). Staff will use a range of strategies to eliminate low level disruption instead of or prior to using the consequences set out in our behaviour ladder. These include:

| | | | | |
|--|--|--|---|--|
| Understanding the pupil's context and adapting responses accordingly | Using a variety of classroom management techniques | Consistently applying consequences that encourage better choices | Working with parents | Teaching learning behaviours |
| Building supportive, positive relationships | Using reward systems to encourage better choices | Adapting the environment | Adapting approaches to individual needs | Encouraging pupils to be self-reflective of their own behaviours |

EEF Improving Behaviour in Schools

Negative behaviours are logged on the school system – CPOMs. This is then used to identify patterns and possible reasons for the behaviours seen. Where these increase in frequency, parents will be contacted to work together with school staff to support the pupil. This will take the form of a graduated response initially with the class teacher. The Behaviour Ladder makes expectations clear and enables pupils to make amends for or recover their behaviour. It offers clarity, allowing pupils to know what is expected, the consequence of their actions and encourages them to develop self-regulation skills.

3.7 Interventions used for managing behaviour

Yellow - if a pupil is day dreaming, looking around, talking (non-disruptive) or talking, distracting others, being slow to complete work, arguing with peers or calling out, they will be moved to yellow on the Behaviour Ladder. A Verbal or non-verbal warning will be given.

Orange – if a pupil demonstrates rudeness to staff, throws small equipment, continues talking, refuses to follow instructions or disrupts learning, they will be moved to orange on the Behaviour Ladder. This will result in the pupil being moved next door to their partner class for twenty minutes, to continue their work.

Red – if a pupil swears directly at an adult, refuses to come in from playtime/lunchtime, leaves the classroom, demonstrates violence towards a child, physical violence towards staff or racist behaviour, leaves the school premises or climbs on school property, they will be moved to red on the Behaviour Ladder. This will result in the pupil being moved to Year 2 or Year 6, whichever Key Stage they are not in, for the following session, with work to be completed. The following playtime will then be missed.

3.8 Children with SEND

For some children with special educational needs, the Behaviour Ladder can sometimes be a trigger point which can cause distress to the pupil. For children identified with particular needs, through conversations between class teachers and the SENCo, an individualised adapted Behaviour Ladder will be used. See Appendix 3.

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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

| TYPE OF BULLYING | DEFINITION |
|----------------------|--|
| Child on child abuse | <p>Definition: Any abusive behavior by one child towards another, including physical, emotional, sexual, and online abuse.</p> <p>Not just "banter": KCSIE stresses that harmful behaviors should not be dismissed as normal or acceptable.</p> <p>Wide range of acts: This can include threats, intimidation, sexting, creating or distributing indecent images, sexual harassment, and more.</p> <p>Location: It can occur in various settings, such as schools, homes, in the community, or online.</p> |

At Parklands Primary School, we define bullying to our pupils as, **“the repetitive, intentional hurting (physically or emotionally) of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”** (Anti-Bullying Alliance)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Targeted at a specific person repeatedly

At Parklands we work hard to create a positive, anti-bullying ethos. We expect that every adult and child commits themselves to stamping out any bullying behaviour and knows how to report incidents. Our School takes every incident of bullying seriously. Aggression and retaliation should never be encouraged and will result in consequences for both children.

We encourage use of the word “STOP!” It also makes it clear that the person does not want it to continue in an assertive manner. Bullying is something that happens **Several Times On Purpose** and the victim or an ‘Upstander’ should **Speak-out Tell One Person**.

Adults need to be aware:

- Bullying concerns raised will be recorded on CPOMs and investigated discreetly starting with gaining the victims views and wishes. Investigation actions and outcomes will also be recorded on CPOMs which will allow school to monitor frequency and areas to improve.
- Where the bullying is online and involves a pupil at Parklands Primary we will work with the victim’s family to offer guidance and support.
- Consequences will be applied in line with the school Behaviour and Exclusions Policies taking into account the outcome of the investigation, including any circumstances, frequency and nature of the incident/s.
- Both the victim of bullying and the pupil undertaking the bullying behaviour would have their needs assessed and supported utilising our Learning Mentors and external support where necessary.
- The school has trained Play Leads who encourage children to participate in inclusive playground games.
- Within the PSHE and RSE curriculum messages of what Positive Relationships look like are clearly taught, including regular Key Stage assemblies aimed at spreading the message of anti-bullying including online bullying
- Events are held to raise awareness such as National anti-bullying events.

- Staff and Governors are provided with access to training on bullying and its impact.

5. Roles and responsibilities

5.1 The governing board

The Parklands Primary School Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Parklands Primary School Governing Body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- 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 the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour 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.

6. School behaviour curriculum

At Parklands, we are proud to foster a culture rooted in respect, kindness, and high expectations. We believe that excellent behaviour is a foundation for successful learning and strong relationships, and we prioritise the use of positive reinforcement, praise, and rewards to celebrate and sustain this.

Our approach centres on proactive strategies that promote self-regulation, personal responsibility, and a shared sense of pride in our school community. We actively teach and model the behaviours we expect to see, ensuring consistency and clarity for all pupils.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- 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.

6.1 Mobile phones

Please also see the school's online safety policy. Some children in upper school may need to bring a mobile phone due to walking home.

However, these must be switched off and handed to the class teacher in a morning, then collected at the end of the day. They are not to be switched on or be in visible sight until outside the school gate. If this rule is not followed, on the first occasion the phone is confiscated and kept in the school office for collection by the child at the end of the day. In the event of a second rule breach, the phone is kept until collected by the parent and a third time would result in the child being unable to bring the phone to school.

If a pupil is caught taking photographs/videos on their mobile in school, they will be asked to delete them immediately and the phone confiscated, as this is in breach of our safeguarding policy. A record will be made on CPOMs a consequence issued and parents will be informed. Should a pupil upload material taken whilst in school which impacts on any Parklands Primary pupils, we would take appropriate action to safeguard all involved and this may involve external agencies.

Phones are brought to school at the risk of the pupil and we cannot take responsibility for any damage or loss to phones.

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 curriculum or their own classroom rules
- 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
- Having a plan 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

7.3 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:

- Class Dojo points
- Verbal praise
- Communication with parents via Class Dojo
- Certificates during assembly (Star of the Week)
- Positions of responsibility such as Playground Lead
- Whole class or year group rewards

7.4 Responding to misbehaviour

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

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

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

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

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

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

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class (Orange and Red behaviour)
- Expecting work to be completed at break or lunchtime

- Missed break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the pupil to a senior member of staff
- Communication to parents/carers
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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 Searching and confiscation

Searching 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/carers, if appropriate.

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but 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 to try to determine why the pupil is refusing to comply.

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

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

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

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

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

7.7 Off-site misbehaviour

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

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

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

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

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

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

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

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

7.9 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 will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.11 Malicious allegations

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

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

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

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

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

8. Serious sanctions

8.1 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. This education will be 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 the Head teacher or learning mentor and will be removed for a maximum of one day.

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 it is 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/carers will be informed on the same day that their child is removed from the classroom.

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

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

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

8.2 Suspension and permanent exclusion

Internal Exclusions/Interventions

Where appropriate, internal exclusions will be used before a suspension. A decision to use an internal exclusion will be taken by the Head teacher (or Deputy Headteacher in their absence) where a pupil shows an extreme or persistent level of behaviour. Removal from the class 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. Pupils who have been removed will continue to receive education, that is meaningful but may differ from the mainstream curriculum. Alternative arrangements would be planned for break times and the pupil would not go out to play with peers while part of an internal exclusion. Following a period of internal exclusion, parents/carers would be spoken to about how more positive behaviour can be encouraged both at home and at school to successfully reintegrate the pupil and to identify support if required.

The school can use suspension 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 refer to our exclusions policy for more information

Suspension

The decision to issue a suspension is never taken lightly. It is an extreme measure and every other possible solution should have been sought to correct or resolve the reason behind the behaviour. Suspension can be given for repeated patterns of behaviour or a one-off incident. A suspension will be used where internal exclusions have shown not to change the child's behaviour or where the pupil's behaviour does not change when the internal exclusion is applied. The same criteria for internal exclusion can be applied to suspension.

Permanent Exclusion

For repeated, or one off, very serious act of anti-social behaviour, the Head teacher may permanently exclude a child. Should the Head teacher issue a permanent exclusion, the Chair of the Governing Body Exclusion Committee is informed and issued with related paperwork. The decision to permanently exclude a pupil is a very serious decision and takes careful consideration. Only the Head teacher can make the decision to permanently exclude. In some cases, the Head teacher may decide to impose a five-day fixed-term exclusion pending investigation and, once these have been completed, the head teacher may then decide that the incident warrants a permanent exclusion. There will be exceptional circumstances that the Head teacher may decide to permanently exclude a pupil for a "one off" incident – These include but are not limited to;

- Serious actual, or threatened violence against a pupil or member of staff
- Vandalism/serious damage to property
- Sexual assault/abuse
- Supplying an illegal drug
- Carrying an offensive weapon

When a pupil is involved in a criminal activity, the head teacher will consider whether to notify police. Under certain circumstances the police will be contacted. (Arson, theft, possession of a weapon, sexually inappropriate behaviour, vandalism and physical assault.)

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

- 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

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

The school will then assess whether 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/carers 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

- Reintegration meetings
- Daily contact with pastoral team and/or SENDco
- A personalised discussion around behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating 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:

- Positive behaviour strategies
- Team Teach training if appropriate
- The needs of the pupils at the school
- How SEND and mental health needs can 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 behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every year by Laura Darley, the Headteacher

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 them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Parklands Primary School Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Parklands Primary School Governing Body annually.

14. Links with other policies

This behaviour policy is linked to the following policies

- Child protection and safeguarding policy
- Exclusions policy
- Physical restraint policy
- Online Safety policy
- Child Friendly Antibullying Procedure
- Antibully Procedure
- Mobile phone 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 and carers are involved in the handling of 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 Parklands Primary School Governing annually.

Appendix 2: Classroom Behaviour Chart

| |
|---|
| Green Making good choices, ready for learning |
| Yellow Verbal warning |
| Orange Time out in partner class |
| Red Year 2/Year 6/ Learning Mentor/Deputy Head teacher Head teacher |

Appendix 3: Behaviours and Sanctions

| Behaviour | Sanction |
|---|---|
| Step 1 Offence If you are not meeting our expectations. This could include: <ul style="list-style-type: none"> • Talking • Distracting others • Slow to complete work • Arguing with peers • Calling out • Rude/disrespectful to staff • Throwing small equipment • Refusal to follow instructions | Non Verbal A look, standing near the child, reminder of class rules, praise children nearby. Verbal Request 'Name' your (describe action) please can you (desired behaviour) . Praise a child with desired behaviour. Verbal Warning 'Name' you have continued to (describe action) you now have to move your name down the ladder. If you choose to (describe desired behaviour) you can move back up. |
| Step 2 Offence If you are not meeting our expectations. This could include: <ul style="list-style-type: none"> • Disrupting the learning of others • Not following instructions • Showing a lack of respect to the teacher or others • Uniform infringement • Using inappropriate language such as being unkind to others • Behaving in a way that could impact on others physical or emotional wellbeing. | Time Out in Partner Class 'Name' you have continued to (action) , you now need to think about making the right choice (desired behaviour) in time out. Praise another child with desired behaviour. A behaviour record of the child will be made on CPOMS |
| Step 3 Offence You are displaying major disruption that prevents you or others from learning. <ul style="list-style-type: none"> • Breaking the classroom expectations • Persistent disruption • Lack of respect to staff • Damage to property • Inappropriate language such as swearing • Repeated behaviour from box above | Sent to Year 2/ Year 6/ Learning Mentor/ Deputy Head <ul style="list-style-type: none"> • Possible sanctions: • Time out for whole session - isolation from class • Next playtime missed • After school detention • Letter and phone call home • Meeting with parents/ carers A behaviour record of the child will be made on CPOMS |
| Step 4 Offence You are displaying serious issues in your behaviour: <ul style="list-style-type: none"> • Serious and persistent disruption learning • Serious lack of respect towards a member of staff • Threatening behaviour towards others | Sent to the Head Teacher The Head will then decide possible sanction: <ul style="list-style-type: none"> • Lunchtime exclusion • After school detention • Internal exclusion • Fixed term exclusion • Meeting with parents/ carers |

| | |
|--|---|
| <ul style="list-style-type: none"> • Abusive language towards peers or staff • Continued refusal to comply • Assault / fighting • Racist, discriminatory or homophobic language, including sexist derogatory language directed at an individual. | A behaviour record of the child will be made on CPOMS |
|--|---|

Appendix 4: Confiscation, searches, screening procedures

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 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).

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

Who will be present

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

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

Appendix 5: letter to parent/carers about behaviour

Dear _____,

I am writing to invite you to a meeting to discuss some recent concerns regarding your child's behaviour in school.

At Parklands, we are committed to promoting a positive and supportive environment for all pupils, and we believe that working together with families is key to helping every child succeed. We would like to meet with you to talk about how we can support your child in developing positive habits and routines, and to plan a structured approach that will help them engage successfully with school life.

The meeting will include the Headteacher/SENDCo/Key Stage Leader/class teacher, and will give us the opportunity to share information, listen to your views, and agree next steps for support.

Please see the details of the meeting below:

Date: _____

Time: _____

If you are unable to attend at this time or would prefer an alternative arrangement, please contact us via the school office and we will do our best to accommodate.

Thank you for your continued support. We look forward to working closely with you to ensure your child has the support they need to thrive at school.

Yours sincerely,
