



Equality, Community, Growth

Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – Behaviour policy

Behaviour policy

Active Wellbeing



Equality, Community, Growth

Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Policy Document	Behaviour policy
Publication Date	September 2024
Review Date	September 2025
Headteacher	Jo Anderson



Active Wellbeing – Behaviour policy

Contents

1. Aims.....	3
2. Principles.....	3
3. Legislation and statutory guidance.....	4
4. Roles and responsibilities.....	4
5. School behaviour curriculum	6
6. Behaviour within the curriculum.....	7
7. Responding to behaviour	7
8. Serious sanctions	15
9. Supporting pupils following a sanction	16
10. Pupil transition.....	17
11. Training.....	18
12. Monitoring arrangements.....	18
13. Links with other policies.....	19
14. Appendix 1: RPI form.....	20
15. Appendix 2: Incident report form.....	25
16. Appendix 3: Written statement of behaviour principles.....	27
17. Appendix 4: Removal from Classroom Record.....	28

For information on Bullying please see our Anti-Bullying policy.

For information on Suspensions and Exclusions please see our Suspensions and Permanent Exclusions policy.

This policy is written so it complies with the Independent School Standards and is taken from the Nation Curriculum and Ofsted framework.

ISS 9(a)(b) Is there a written policy to promote good behaviour amongst pupils which sets out the sanctions to be adopted in the event of pupils misbehaving.



Active Wellbeing – Behaviour policy

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

2. Principles

At Active Wellbeing School, we want to create an environment which is conducive to learning and promotes mutual respect between staff and young people. Our aim is to have a relaxed, fun, positive atmosphere which enable learning to take place.

Active Wellbeing School believes that to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary.

Active Wellbeing School seeks to create a caring, calm and supportive learning environment at school which will encourage and foster good behaviour, and promotes that all staff and pupils are entitled to work in a safe, fair and orderly environment and have appropriate access to support, guidance and training on behavioural matters.

This will:

- Raise individual standards
- Promote self-discipline and positive relationships
- Support Social and Emotional development
- Develop aspiring, confident, independent and resilient young people
- Prepare young people for a successful transition to the next phase in their life

Active Wellbeing School uses behaviour management strategies to promote the welfare and enjoyment of young people attending sessions. Where appropriate, we work in partnership with external agencies and parents/carers. We manage behaviour using clear, consistent and positive strategies.

Active Wellbeing School promotes equal opportunities and anti-discrimination and does not discriminate or support discrimination against either pupils or staff on the grounds of gender, gender reassignment, sexual preference, marriage and civil partnership, pregnancy, religious beliefs or expression, race, ethnicity, age or disability. For the Active Wellbeing pupil, equality of opportunity underpins the value of everything we do; valuing and respecting diversity and building community cohesion. These principles are achieved through combined therapeutic and holistic approaches which:

- Promote good, socially acceptable behaviour, self-esteem and mutual respect irrespective of race, gender, ability, age and religion
- Ensure consistency and fairness of treatment for all
- Promote early intervention via proactive and targeted behaviour work with pupils
- Seek to help pupils to understand their behaviours and enable positive changes
- Create firm boundaries within which learning and aspirations can be achieved
- Develops young people's independence by maintaining self-discipline as far as possible
- Ensures everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment



Active Wellbeing – Behaviour policy

This policy therefore sets out the guiding principles and strategies of how Active Wellbeing School effectively supports and assists pupils to manage their behaviour so they can meaningfully engage in education and with the wider community. In doing so, this policy enshrines anti-discriminatory practice and fair treatment for all by providing a clear framework on our approach to managing negative, and encouraging positive behaviours from pupils.

3. Legislation 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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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

This policy is written so it complies with the Independent School Standards and the Ofsted framework.

4. Roles and responsibilities

4.1 The proprietary body

The proprietary 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

4.2 The headteacher

The headteacher is responsible for:



Active Wellbeing – Behaviour policy

- Reviewing this policy in conjunction with the proprietary board.
- 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 how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 12.1)

4.3 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.

4.4 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)



Active Wellbeing – Behaviour policy

- 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.

4.5 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.

5. School behaviour curriculum

We have three key behaviour management systems within classes which differ to meet the needs of the pupils. We have six key statements for pupils to use to know the behaviour expectations and to use to reflect on their behaviour with. These are:

Behaviour:

- I have kind hands and feet
- I have made good choices
- I have used my manners

Learning:

- I have tried my best with my work
- I have listened carefully to my teachers.
- I have had a positive attitude to learning.

These give the pupils simple and accessible expectations.

At Active Wellbeing, we understand the value of recognising and praising the positive behaviour. All of our behaviour management systems ensure positive reinforcement is used, for example a pupil earns golden time rather than loses it. At the end of each session (4 times a day) pupils go through the six behaviour statements reflecting on their behaviour and discussing it. This helps them to reflect and take responsibility for their behaviour and understand how their behaviour could be improved and affects other people.



Active Wellbeing – Behaviour policy

ISS 5(b)(iii) encourages pupils to accept responsibility for their behaviour, show initiative, and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

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. Behaviour within the curriculum

ISS (3)(h) Teaching effectively utilises strategies for managing behaviour and encouraging pupils to act responsibly

Through our curriculum and development of pupils' knowledge and understanding. Our PSHE curriculum encompasses British Values and citizenship which ensures:

- A strong anti-bullying culture is embedded in the school.
- Pupils explore anti-bullying and relationships through the PSHE/RE curriculum.
- Discussions take place surrounding prejudices and prejudiced-based bullying, which is supported by learning in RE and PSHE
- Pupils explore that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying.
- Discussions take place surrounding the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities
- Pupils to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help
- Knowledge and understanding of awareness of different people, cultures and disabilities is covered throughout our PSHE and British Values curriculum. The PSHE framework highlights where the protected characteristics teaching is covered.

ISS 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act

7. Mobile phones and devices

All mobile phones and electronic devices are handed to the staff on arrival to school. These are kept in reception until the pupil goes home.

Smartwatches are wristwatches with smart technology in them, can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smart watches have wellness and health-related features. Pupils are not permitted to wear Smartwatches while at school. If worn, these will be removed and returned to the pupil at the end of the school day.

8. Responding to behaviour

8.1 Classroom management

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

We aim to have a positive behaviour management, ensuring the pupils' are praised for positive behaviour and earn rewards rather than losing.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display and follow the behaviour management systems in place.



Active Wellbeing – Behaviour policy

- 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

8.2 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.

8.3 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:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates and stickers
- Headteacher certificates and awards
- Positions of responsibility, such school council

8.4 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 modelling correct behaviour, using praise and positive reinforce, 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, sensory toys and time away from the classroom 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.



Active Wellbeing – Behaviour policy

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 warning and reminder of the behaviour expectations
- Giving the pupil time away from the classroom.
- Expecting work to be completed at break or lunchtime
- Not earning points and golden time minutes
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Fixed term exclusion
- 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.

8.5 Reasonable force and Restrictive Physical Interventions

It is important to remember that children at the school have complex Special Educational Needs and Disabilities, Communication and Interactions Needs and Social, Emotional and Mental Health difficulties, and that under certain circumstances they do not manage their own behaviour effectively or safely. The use of physical intervention may, therefore, on occasions, be necessary in order to prevent the following:

- injuring themselves or others
- significantly damaging property
- negatively affecting the good order and discipline of the school

The School is a Registered Special School and The 2011 Education Act clarifies that staff may also use “reasonable force” to prevent children from acting in a way that is counter to maintaining good order and discipline at the school or committing a criminal offence. The DfE guidance (Use of Reasonable Force in Schools, July 2013) has also been fully taken into account. The above does not just apply to the school, but also when staff have “lawful control or charge of the child”, for example, on an outing.

Please note: There is no legal definition of “reasonable force”. Reasonable force can only be determined in the circumstances of the particular incident, and the degree to which force employed is proportionate to the consequences of the challenging behaviour it is intended to prevent. The following points, in-line with DfE Guidance ‘Positive environments where children can flourish (2021)’ relate to physical intervention by staff working with children who display extreme behaviour:

- The use of force should, wherever possible, be avoided
- There are occasions when the use of force is appropriate, but this should be proportionate and no more than necessary
- When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned
- Under no circumstances should force be threatened or used as a punishment
- Staff must seek to avoid doing anything that might reasonably be expected to cause injury or in touching or holding a child in a way that might be considered indecent
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be recorded and reported to parents/carers



Active Wellbeing – Behaviour policy

The School has adopted the Team Teach approach which promotes a gradual and graded response from least intrusive to more restrictive interventions. All except the most recently appointed staff are trained and follow an annual programme in Team Teach skills, and are expected to be able to apply these skills should the situation arise. New staff are trained as quickly as is practical. Every instance of physical intervention is reviewed with colleagues, in order to determine whether or not it could have been avoided and whether the techniques used were appropriate. An agreed method (a Team Teach method) will be used where necessary and will be included in the behaviour plan of any pupil for whom this may be required.

The training provided for staff is BILD approved. Although only those principles and interventions covered in the training are considered acceptable for general use, each situation must be risk assessed accordingly, in order to maintain the safety of all involved.

Training on physical intervention given to staff includes sections on the background, theory and rationale behind the Team Teach approach. Conflict resolution, de-escalation and other behaviour strategies are taught as part of the Team Teach process. Any physical interventions used take account of age, cultural background, gender, stature and medical history of the child involved.

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.

8.6 Searching, screening and confiscation

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 be returned to the parents/carers at the end of the school day.

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 or designated safeguarding lead (or deputy) 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.



Active Wellbeing – Behaviour policy

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, desk or locker.

‘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:

- 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:



Active Wellbeing – Behaviour policy

- 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.

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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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



Active Wellbeing – Behaviour policy

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

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

Care after a strip search

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

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

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, 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.

8.7 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



Active Wellbeing – Behaviour policy

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).

8.8 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.

8.9 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. In the case the Headteacher is unavailable a Deputy Designated Safeguarding Lead 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.

8.10 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



Active Wellbeing – Behaviour policy

- 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.

8.11 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 allegations against staff, a statement of procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Missing breaks

If pupils have missed learning due to behaviour, staff may keep pupils in at breaktime to catch up on their learning. During these times, pupils will be supported with reflective practice to reflect on their behaviour and help them to minimise behaviour incidents in the future by giving them other strategies to cope with their emotions.

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

9.2 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. The DfE defines removal as a disciplinary response where a pupil is required to spend time out of a classroom under the instruction of a member of staff.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful and follow our curriculum which is adapted to suit the needs of the individual pupil. (See Curriculum Policy)

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.



Active Wellbeing – Behaviour policy

Removal can be used to:

- maintain the safety of other pupils or staff;
- restore a stable learning environment when other approaches have been unsuccessful;
- enable pupils exhibiting challenging behaviour to be able to continue their education in a managed environment so that the education of others is not disrupted;
- enable a pupil to stabilise their emotions and de-escalate in a safe space.

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 if the pupil is removed from the classroom for a prolonged period of time.

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

- Nurture interventions
- Use of teaching assistants
- Support for class team regarding behaviour management and strategies
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the removal from classroom form, along with details of the incident that led to the removal. (Appendix 4) If required an incident report will also be completed.

9.3 Suspension and permanent exclusion

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 Suspension and Permanent Exclusions policy for more information.

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.

As a school, we offer nurture interventions and Lego therapy. If there is increased behaviour from a pupil or a pattern appearing, these can be put in place as a first layer of support.

Following a suspension or exclusion parents/carers and pupils, where appropriate, will be invited in for a reintegration meeting. Within this meeting, further support needs will be identified and a plan put in place.

For more serious behaviour, external support may be sort, for example the Youth Offending Service.

11. Pupil transition

11.1 Inducting incoming pupils



Active Wellbeing – Behaviour policy

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.

10.2 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, pupils' behaviour support plan and risk assessment are shared with all staff.

For reintegration and transitions around suspensions and permanent exclusions, please see our Suspensions and Permanent Exclusions Policy.

ISS 32(3)(a) Particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions

12. Recording behaviour

ISS 9(c) Is a record kept of the sanctions imposed upon pupils for serious misbehaviour

12.1 Incident reports

Incident report forms (Appendix 2) are completed by staff when there is an incident of behaviour and a physical intervention form is not completed. Incidents of behaviour include:

- Attempted and actual physical abuse to peers
- Attempted and actual physical abuse to staff
- Damage to property
- Theft
- All forms of discrimination (also logged where appropriate on the school bullying log)
- Bullying (also logged where appropriate on the school bullying log)
- Dangerous behaviour
- Absconding
- Low level Team Teach hold, for example a guide.

The School incident record is based on the behaviourist theory of Antecedent, Behaviour and Consequence. This document provides a record of significant behaviours and the consequences applied. The information collected, is entered into a second, computerised data analysis system, which generates reports for the Senior Leadership Team. This alerts the Senior Leadership Team to patterns of negative behaviour, enables a study of antecedents, and is a useful way of monitoring the consistent application of consequences. Children needing additional support are identified and an action plan is established.

12.2 Restrictive Physical Intervention records

Physical Intervention Records must be completed following the use of any safe-hold. Reporting and monitoring is of paramount importance for a number of reasons:



Active Wellbeing – Behaviour policy

- the protection of staff and children, in the event of allegations
- it provides a record of the number/nature of incidents so patterns can quickly be seen, and strategies for improvement can be formed
- it provides a record of any injuries received by children or staff

Following the use of any Team Teach hold, the following actions are required:

1. Complete a Physical Intervention Record (Appendix 1) as soon as is practical (but certainly within 24 hours), with a Body Map diagram if injuries to any party have occurred
2. Pass the records to the Senior Leadership Team, who will quality assure the document and number it.
3. The document will then go to the staff involved to be signed
4. The document will be scanned onto the school drive
5. The reflective log will be completed to track physical interventions and patterns of behaviour.

The School Incident Records and safe hold data are audited regularly, analysed, and reported to the proprietors. Any substantial rise in recorded incidents will be regarded as a significant cause for concern and will trigger a review of practice and the need to improve/change strategies. Physical Intervention is never seen in isolation. Its use is dependent upon professional risk assessment, and should always be seen as a last resort, when attempting to prevent injury or significant property damage. Other de-escalating techniques should always be applied to any potentially volatile situation.

12.3 Removal from classroom record

Staff will record all incidents of removal from the classroom in the removal from classroom, along with details of the incident that led to the removal. (Appendix 4) If required, an incident report will also be completed.

These logs will be reviewed and analysed regularly to track any patterns and behaviour plans and behaviour strategies will be revised where necessary.

13. Training

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

- Team Teach training.
- 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.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation



Active Wellbeing – Behaviour policy

- Perceptions and experiences of the school behaviour culture for staff, pupils, proprietors and other stakeholders (via anonymous surveys)

The data will be analysed every term by the behaviour lead.

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.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and proprietor 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 proprietor.

The written statement of behaviour principles (Appendix 2) will be reviewed and approved by the proprietary board annually.

15. Links to other policies

Curriculum Policy

SEND Policy

Anti-Bullying Policy

Suspension and Permanent Exclusions Policy



Active Wellbeing – Behaviour policy

Appendix 1: RPI form

RPI No:

Physical Intervention Record

Within 24 hours					
Name of person completing the record	Name of the child	Date	Time incident began		Specific location incident began
					hrs

Nature of incident: <i>please underline any descriptions appropriate</i>		
Physical assault to staff	Discriminatory abuse	Disruption of others' learning
Physical assault to peers	Running away	Not following instructions
Targeting of staff	Dangerous Behaviour	Substance misuse
Bullying of peers	Theft	Self-harm
Sexualised behaviour	Vandalism	Attention seeking
Other:	Contextual physical aggression to staff	Verbal abuse to staff

Description of incident leading up to the physical intervention: <i>incl. antecedents and how the child responded</i>

De-escalation and diffusion techniques used: <i>please underline which techniques used:</i>		
Verbal advice and support	Diversion	Calm Script
Options offered	Planned ignoring	Contingent touch
Quiet time offered	Quiet time directed	Consequences reminder
Reassurance	Appropriate humour	Persuasion
Success reminders	Take up time	Praise
Staff changeover	Choices reminder	Step away
Other: <i>(please specify)</i>		

Description of de-escalation strategies: <i>incl. what de-escalation strategies were used and how the child responded.</i>

Reason for use of restrictive physical intervention <i>please underline reasons from the boxes below.</i>		
<u>Restraint in relation to a child is only permitted for the purpose of:</u>		
Preventing potential injury to any person (including the child)	Preventing potential serious damage to property of any person (including the child's)	Maintaining the good order and discipline of the school



Active Wellbeing – Behaviour policy

Starting location of the physical intervention:					Starting time of Physical Intervention				
									hrs

Nature of restrictive physical intervention used *Please record initials of staff member holding each body part*

Method & Sequence	Escort	Standing	Seated	Kneeling	Ground	Left Arm	Right Arm	Legs	Feet	Duration	Reason for sequence change e.g. Change of face, location change, improve stability, to facilitate release, health concern, minimise risk to...
	Mark with an X (as appropriate)					Enter staff initials				Mins	
1.											
2.											
3.											
4.											
5.											

Changes, releases, re-engages *include information why changes, releases and re-engages happened*

--

Description of de-escalation, calming process and release

--

Name of person who used the measure		Name of person who used the measure	
Name of person who used the measure		Name of person who used the measure	
Other person present		Other person present	
Other person present		Other person present	

Was the measure effective?

--

Consequences for any behaviour prior to physical intervention (if applicable)

--



Active Wellbeing – Behaviour policy

Behaviour points not earned	Loss of Trip	Home communication
Full Reward Time not earned	Computer Ban	Police Contacted
Complete unfinished task	Repair damage / clear mess	Other

Health information	
Were there any injuries or health concerns for staff from the incident?	Yes/No
Were there any injuries or health concerns for the child associated with the incident?	Yes/No
Was a 'RPI Health Monitoring Record' completed for the child?	Yes/No
Was the child given the opportunity to be examined by a medical practitioner?	Yes/No
Was the child's breathing monitored?	Yes/No

Description of any injury to the child					
Did the intervention result in injury to the child?	Yes/No				
Was this self-injurious?	Yes/No				
If injury occurred, has this been recorded in the accident book?	<table border="1"> <tr> <td>Accident Number</td> <td></td> </tr> </table>	Accident Number			
Accident Number					
Detail of any injuries, (please mark on the body map)	<table border="1"> <thead> <tr> <th colspan="2">Body Map</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;"> </td> </tr> </tbody> </table>	Body Map			
Body Map					
Description of any medical treatment administered					

Safe and well check – Post incident		
During / Immediately post incident	1 hour post incident	Follow up

Description of any injury to any other person					
Did the intervention result in injury to the child?	Yes/No				
Was this self-injurious?	Yes/No				
If injury occurred, has this been recorded in the accident book?	<table border="1"> <tr> <td>Accident Number</td> <td></td> </tr> </table>	Accident Number			
Accident Number					
Detail of any injuries, (please mark on the body map)	<table border="1"> <thead> <tr> <th colspan="2">Body Map</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;"> </td> </tr> </tbody> </table>	Body Map			
Body Map					
Description of any medical treatment administered					



Active Wellbeing – Behaviour policy

Discussion and Reflections – Child		
What happened?		
Why were you held?		
Could you have dealt with the issue in a different way?		
How can we help each other move forward?		
Have you sustained any injuries?		
Staff Signature	Staff name	Child Signature

Discussion and Reflections – Staff	
How could you have acted differently?	
Was the intervention in line with the child's behaviour plan and risk assessment?	
Have you discussed and reflected upon the safe-hold with your colleagues?	
Have you sustained any injuries?	
Are amendments to risk assessments or behaviour plans necessary?	
Risk Assessment	Behaviour Plan

Record of any damage <i>all damage should be reported to the headteacher and admin.</i>

Further Information <i>incl. date, time and name of individuals to whom information has been reported incl. copies sent</i>						
<i>Please put a 'X' where appropriate</i>	N/A	Date	Time	Names	Nature of communication	Who communicated
Member(s) of SLT						
Parents or Guardians						
Social Worker						
Placing Local Authority						



Active Wellbeing – Behaviour policy

Ofsted Notification						
Safeguarding Referral						

Signatures – after being discussed with, and agreed by, all parties involved		
Staff directly involved	Signature	Date
Staff directly involved	Signature	Date
Staff directly involved	Signature	Date
Staff directly involved	Signature	Date
Other person present	Signature	Date
Other person present	Signature	Date

Summary of SLT Reflections			
Senior Leader	Signature	Date	Please confirm details of any injury to a child or other person



Active Wellbeing – Behaviour policy

Appendix 2: Incident record

Incident Record No:
Incident Record

Within 24 hours						
Name of person completing the record	Name of the child	Date	Time incident began			Specific location incident began
						hrs
Key staff involved			Number of other pupils involved			
			Male:		Female:	

Nature of incident: <i>please underline any descriptions appropriate</i>		
Physical assault to staff	Discriminatory abuse	Disruption of others' learning
Physical assault to peers	Running away	Not following instructions
Targeting of staff	Dangerous Behaviour	Substance misuse
Bullying of peers	Theft	Self-harm
Sexualised behaviour	Vandalism	Attention seeking
Other:	Contextual physical aggression to staff	Verbal abuse to staff

Description of antecedent leading up to the incident: <i>incl. antecedents and how the child responded</i>

Description of incident: <i>incl. what de-escalation strategies were used and how the child responded.</i>

Consequences for any behaviour prior to physical intervention (if applicable)		
Behaviour points not earned	Loss of Trip	Home communication
Full Reward Time not earned	Computer Ban	Police Contacted
Complete unfinished task	Repair damage / clear mess	Other

Discussion and Reflections – Child		
What happened?		
Could you have dealt with the issue in a different way?		
How can we help each other move forward?		
Staff Signature	Staff name	Child Signature



Active Wellbeing – Behaviour policy

--	--	--

Are amendments to risk assessments or behaviour plans necessary?

Risk Assessment	Behaviour Plan

Signatures – after being discussed with, and agreed by, all parties involved

SLT:	Signature:	Date:
Staff name:	Signature:	Date:
Staff name:	Signature:	Date:



Active Wellbeing – Behaviour policy

Appendix 3: 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
- Promote early intervention via proactive and targeted behaviour work with pupils
- Ensures everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment

The proprietary 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 proprietary board annually.



Equality, Community, Growth

Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – Behaviour policy



Equality, Community, Growth

Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – Behaviour policy

Appendix 4: Removal from Classroom Record



Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Removal from Classroom Record

Pupil name:

Date	Time	Duration	Reason	Staff initials



Equality, Community, Growth

Active Wellbeing

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – Behaviour policy