

Positive Behaviour and Anti-Bullying Policy



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Signature of Headteacher	E Burgess
Approved by The Local Governing Body	B Benton
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Our school vision:

*'Together we are a **PRECIOUS** team; We work hard to shine and gleam!'*

The Christian Bible talks of God seeing humans as his jewels in the making (Malachi 3:16-17)

Aims:

At our school we strive to:

-  promote a learning partnership between children, parents, teachers and governors
-  enable each child to achieve their full potential through a broad, balanced and relevant curriculum
-  encourage each child to develop a sense of self-esteem, self-discipline, personal responsibility and respect and empathy for others
-  maintain strong links with the community and ensure that the school continues to be seen as an essential future asset for the villages
-  promote spiritual awareness and respect for all other religions and cultures

Rationale

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We believe that we promote good behaviour by creating a happy, caring school environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour.

Through our school vision and our 'precious' values, we aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

We work very closely with the members of our School Council in order to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims of this policy

-  To create a culture of unity where all are treated fairly and everyone in the school community feels valued and respected.
-  To provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
-  To maintain high expectations of behaviour through a clear and consistent approach to rewards, reflection and consequences.
-  To promote our school values among our pupils, supporting them to make positive choices and actions, and teaching children behaviour that is appropriate to different situations.
-  To prevent all forms of bullying among pupils by encouraging good behaviour and tolerance and respect for others

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](#)
- 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
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

What is positive behaviour?

Positive behaviour means that everyone in school knows and shows our school '**PRECIOUS**' values: ***If you know it, show it!***

P is for Perseverance.

-  We keep going, even when things are tricky.
-  We celebrate effort as well as achievement.
-  We encourage each other to keep trying.

R is for Responsibility and Respect.

- ★ We are polite and friendly, and well-mannered.
- ★ We treat everyone with kindness and fairness.
- ★ We are safe and sensible in the way we move around the school.
- ★ We take responsibility for our learning, choice and actions.

E is for Empathy.

- ★ We are kind, thoughtful and supportive.
- ★ We listen carefully to others.
- ★ We think about how our actions affect others.

C is for Creativity.

- ★ We use our imaginations to solve problems.
- ★ We find new and positive ways to express ourselves.
- ★ We make learning and play exciting.

I is for Independent Learner.

- ★ We are honest and try to think for ourselves.
- ★ We are brave enough to try things on our own.

- ★ We make sensible choices without always needing reminders.

O is for Opportunity.

- ★ We try new things with a positive attitude.
- ★ We make the most of the chances given to us.
- ★ We are open to learning from mistakes.

U is for Unity.

- ★ We work together as a team.
- ★ We include everybody.
- ★ We look after our school and local community.

S is for Success!

- ★ We achieve our best when we live our **PRECIOUS** values.
- ★ We celebrate our own successes and those of others.
- ★ We understand that success looks different for everyone.

Responsibilities

The role of pupils

- ✓ follow our '**PRECIOUS**' values at all times – *'if you know it, show it.'*
- ✓ understand the consequences of breaking the school rules.
- ✓ vote for members of their class to represent them on our School and Worship Councils.

The role of parents and carers

- ✓ We work collaboratively with parents and carers so that children receive consistent messages about how to behave at home and at school. Our expectations and values are outlined on our website, in our home-school agreement, and through regular newsletters.
- ✓ We build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If their concern remains, they should contact the Chair of Governors
- ✓ Inform the school of any medical or social circumstance that might affect the behaviour of their child.
- ✓ Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage.
- ✓ Inform the school of any concerns about their own child's behaviour.
- ✓ Keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary.
- ✓ Support and co-operate with the school in implementing the behaviour policy.
- ✓ Respect the staff of the school and valuing their professional opinions.
- ✓ Promote positive attitudes towards school.
- ✓ Provide a good example of behaviour.

The role of staff

- ✓ ensure the school values are understood and enforced in their class, and that their class behaves in a responsible manner.
- ✓ Consistently refer to and use the language of our precious values and expectations.
- ✓ have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.

- ✓ know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons.
- ✓ inform parents about expected behaviour and seeking their support where needed.
- ✓ use proximal praise to reinforce expectations.
- ✓ ensure all children are noticed and receive attention in class.
- ✓ treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding.
- ✓ using the language of 'choice' when discussing behaviour with a pupil i.e. making poor or good choices
- ✓ organise the classroom in a way that encourages successful learning and establish regular routines.
- ✓ plan and respond to individual needs to learn behaviour skills and self-regulation.
- ✓ provide opportunities for children to develop different kinds of relationships with one another.
- ✓ allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum.
- ✓ be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions.
- ✓ Keep records of incidents of unacceptable behaviour on CPOMS.
- ✓ liaise with external agencies, support teachers, mid-day staff, parents and the headteacher as necessary to support and guide the interests of the child.
- ✓ ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher to implement this policy consistently throughout the school, to report to governors on the effectiveness of the policy and publicise the school positive behaviour and anti-bullying policy to staff, parents and pupils. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all pupils and adults in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff.

The Headteacher keeps records of all reported serious incidents of unacceptable behaviour on CPOMS.

The Headteacher ensures that all members of staff maintain a continued dialogue with parents in order to support a pupil in managing their behaviour.

The Headteacher has the responsibility for giving fixed-term exclusions to pupils for serious behaviour incidents. For repeated or very serious acts, the Headteacher may permanently exclude a child.

The role of Governors

Our Governors have the responsibility to ensure that these guidelines on standards of rewards and behaviour are maintained and to review the effectiveness of these. Governors support the Headteacher and staff in following these guidelines.

It is the responsibility of the Governing Body to monitor rates of exclusions and to ensure that this policy is implemented fairly and consistently.

Our Governing Body will form a Pupil Discipline Committee in order to consider any exclusion appeals on behalf of the Governors.

How is positive behaviour promoted and rewarded?

Pupils who show our school values are praised and rewarded in a variety of ways. These vary according to the age of the pupils and can include:

-  being congratulated (verbal praise)
-  being given stickers
-  being awarded postcards
-  being celebrated in our weekly 'celebration assembly'

Rewards

As part of our commitment to a system of positive recognition, we frequently draw attention to and reward pupils who show our school values.

-  Praise for positive behaviour/showing our school values
-  Drawing the attention of others to their good choices and actions/recognition of children who are strong role models/always make the right choices
-  All children may receive an instant reward in the form of a precious postcard. Postcards recognise all of our values meaning children can be recognised and celebrated for academic, creative, sporting or personal achievements. Children are able to take their postcards home to show their parents/carers.
-  Class Teachers award two postcards and stickers every Friday during our weekly celebration assembly. The names of the children receiving these are displayed on the 'precious rainbow' in the school hall.
-  Children are encouraged to recognise our school values in each other. They can award another child a class gem card to be placed on the 'precious rainbow' by speaking to a member of our Faith Council who will then share the names of those children in their Faith Council assembly.
-  Rewards are given in accordance with individual support plans when necessary.
-  Visit to the head teacher.

Responding to an incident and consequences

We believe in the power of using restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child and young people of our school to think not only of the consequences of their behaviour on themselves, but also to consider the impact of their actions on others.

In using this process at our school, we use four questions:

-  What happened?
-  What were you feeling or thinking at the time?
-  Who has been affected?
-  What can we do to make things right? (What should happen next?)

This approach helps children to learn from an incident so that they can be more successful next time. Clear links and reference are made throughout discussion to our school values. The impact of our approach is evident in the relationships forged throughout the school.

As part of the restore and repair process, they have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

Such processes do not shy away from using consequences where logical, appropriate and proportionate. They also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the child or young person in our school to reflect and consider not only the consequences of their actions on themselves, but also the impact of their actions on others. We also support them in developing strategies to help the child or young person to regulate themselves to avoid the situation happening again in the future.

Support

Children can be supported in behaving as we expect through the following suggested means:

-  Daily Meet and Greet at the school gate
-  Playleader Scheme
-  Buddy system
-  Coloured Teams
-  Parental involvement in support programmes
-  SENDCO/Headteacher involvement in support programmes
-  ELSA/Nurture Support
-  School-based wellbeing programmes
-  External agencies such as Primary Mental Health Worker, School Nurse, Educational Psychologist and Assessment Service
-  Use positive rather than negative phrasing e.g., stand next to me, walk beside me to... stay seated in your chair.
-  Limited choice e.g., where shall we talk, here or in the library?

Restorative Practice

Within our PSHE curriculum, we aim to give pupils the skills and confidence to:

- understand our school and Christian values
- understand 'right' from 'wrong'
- take responsibility for their actions and choices
- understand that sometimes things do go wrong and that in such instances, there is an obligation to put things right or to make amends
- be assertive, express their feelings and resolve conflict without resorting to being aggressive or rude
- tell someone (verbally or via the 'Worry Box') if there is a problem that needs to be resolved

'Circle Time' is a regular feature of our PSHE curriculum. During this time, all children have a 'voice' and all contributions are valued by the class.

Staff use a variety of strategies and resources to support a pupil behaving in an unacceptable manner. These include:

- having clear targets for behaviour (identified within an Individual Behaviour Plan or Consistent Management Plan as appropriate)
- analysing the 'triggers' for behaviour
- identifying a 'key' member of staff for the pupil to talk to
- working very closely with parents to give clear and consistent support to the pupil
- identifying a peer or 'Circle of Friends' to support the pupil
- gaining support from external agencies i.e. Behaviour Support, Educational Psychology Service etc.

Pupils with Special Educational Needs and Disabilities

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.

The use of 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

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.

Bullying

Bullying is behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally. Bullying is behaviour which is repeated, intentional and where there is an imbalance of 'power'. Bullying can take many forms, including cyber bullying via text messages or the internet, and is often motivated by prejudice against particular groups, e.g. on grounds of race, religion or gender or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children or perceived differences. Bullying is not:

- teasing and banter between friends without intention to cause hurt
- repeated falling out between friends after a quarrel or disagreements
- behaviour that all parties have consented to and enjoy

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen any time of the day, every day, with a potentially bigger audience, and more accessories, as people forward content at a 'click.'

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.

Prevention of Bullying

At this school, we take specific steps to create an environment that prevents bullying from being a serious problem in the first place. For example:

We talk about behaviour in classrooms and in assemblies, where we discuss the effect of our actions on other people, as well as issues of difference. Bullying is discussed as part of our work in SRE, as we talk about appropriate behaviour and respect for others at school and at home.

The children are taught the difference between telling tales and reporting a bullying incident, including when they find themselves as bystanders, and are taught that reporting such an incident is a means of ensuring children's safety in school. They are assured that they will be listened to and incidents acted upon.

All children have a buddy in school.

Channels of communication are strong, so that if a child is identified as going 'off track,' the teachers / headteacher can deal with the matter before it escalates into something more serious.

Other professionals, e.g. Community Police, Team Around the Child professionals, Young Carers representatives and outreach services are used to work with children, staff and parents, as appropriate.

We teach the children safe use of the internet. We also review and update our Social Media Policy, E-Safety policy and procedures to take account of developments in technology.

We celebrate success in newsletters and inform governors termly.

Intervention if a bullying event takes place

If a pupil bullies another child / group of children, disciplinary measures, in keeping with our Behaviour Policy are applied fairly, consistently and reasonably, taking account of any SEN or disabilities that the pupil might have and considering the needs of vulnerable pupils. The ultimate sanction for bullying, as with all breaches of our Behaviour Policy, is exclusion. [See below].

We also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaged in bullying might need support.

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.

E-Safety

E-Safety is taught across the curriculum in order to help ensure that children's behaviour with reference to ICT is appropriate and that children understand how to keep themselves 'e-safe.'

Our Positive Behaviour and Anti-Bullying policy should be read in conjunction with our E-Safety policy. If an E-Safety incident occurs, which does not involve illegal practice, the E-Safety Co-ordinator will, in accordance with our bullet pointed list of procedures, decide upon an appropriate sanction. In the case of a relatively minor offence, loss of privilege, i.e. not using a computer for a stated period of time, could occur. There will then be a graded list of sanctions, in accordance with the procedures listed above. In the case of illegal activity, the Headteacher will call the police and will inform the LA. See E-Safety documentation regarding this procedure.

Off-Site Activities [including school visits, local walks and sports fixtures].

The rewards and sanctions described above apply to off-site as well as school-based activities. Letters to parents re educational visits should include clear statements to parents and children about behavioural standards and processes.

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 or a member of the senior leadership team will make the report.

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

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

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 and determining whether to manage the incident internally or refer to the appropriate external agency.

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

Malicious allegations

Allegations of abuse are taken seriously [see Safeguarding Policy].

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.

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 below, but not to search for items that are only identified in the school rules:

- 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)

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:

- Desks
- Lockers
- 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 above) 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 above.
- If they believe that a search has revealed a safeguarding risk.
- All searches for prohibited items, 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. 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.

Out of Hours Incidents

The Headteacher is responsible for out of hours breaches of the Behaviour Policy at events organised by the school, e.g. on a residential trip or at the school play, when usual expectations of behaviour apply.

The Headteacher will give support with managing children's behaviour to anyone organising an out of hours event approved by the school, e.g. an HSA event or an after-school club. This support will be in the form of reminding children in advance of our expectations of behaviour, ensuring that event / club leaders have a copy of our Behaviour Policy and intervening if necessary if present at an event. The Headteacher would ban a child[ren] from further attendance at the club / similar events if repeated incidents of

undesirable behaviour were reported. Parents would be informed of this decision by the Headteacher. If necessary, the Headteacher would not authorise a repeat event / would close the Club.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises, including in the village or a nearby town. Where bullying outside school is reported to the Headteacher, they will investigate and act upon it in accordance with our Positive Behaviour and Anti-Bullying Policy. In some circumstances, this could mean by referral to the Community Police Officer.

In the case of any event outside school hours being reported to the police, the Headteacher would help police with their enquiries, but would not assume any responsibility. No member of staff should discuss any such events with outside agencies, e.g. the Police / Press without the Headteacher's prior knowledge.

How we ensure this policy meets our duty under the Prevent Strategy (Section 26 of the Counter-Terrorism and Security Act 2015)

The school recognises its duty to protect our pupils from indoctrination into any form of extreme ideology which may lead to the harm of self or others. This is particularly important because of the open access to electronic information through the internet. The school aims to safeguard children through educating them on the appropriate use of social media and the dangers of downloading and sharing inappropriate material which is illegal under the Counter-Terrorism Act.

The school will take firm action if any individual or group is perceived to be attempting to influence members of our school community, either physically or electronically.

Our definition of radical or extreme ideology is 'a set of ideas which could justify vilification or violence against individuals, groups or self.'

Our Safeguarding culture ensure that staff are trained to be vigilant for spotting signs of extremist views and behaviours and to always report anything which may suggest a pupil is expressing opinions which may cause concern. Staff know to report these concerns to the Designated or Deputy Designate Person for Child Protection.

We place a strong emphasis on unity and the common values that all communities share such as self-respect, tolerance and the sanctity of life. We work hard to broaden our pupils' experience, to prepare them for life and work in contemporary Britain. Through our Christian and British Values we teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions.

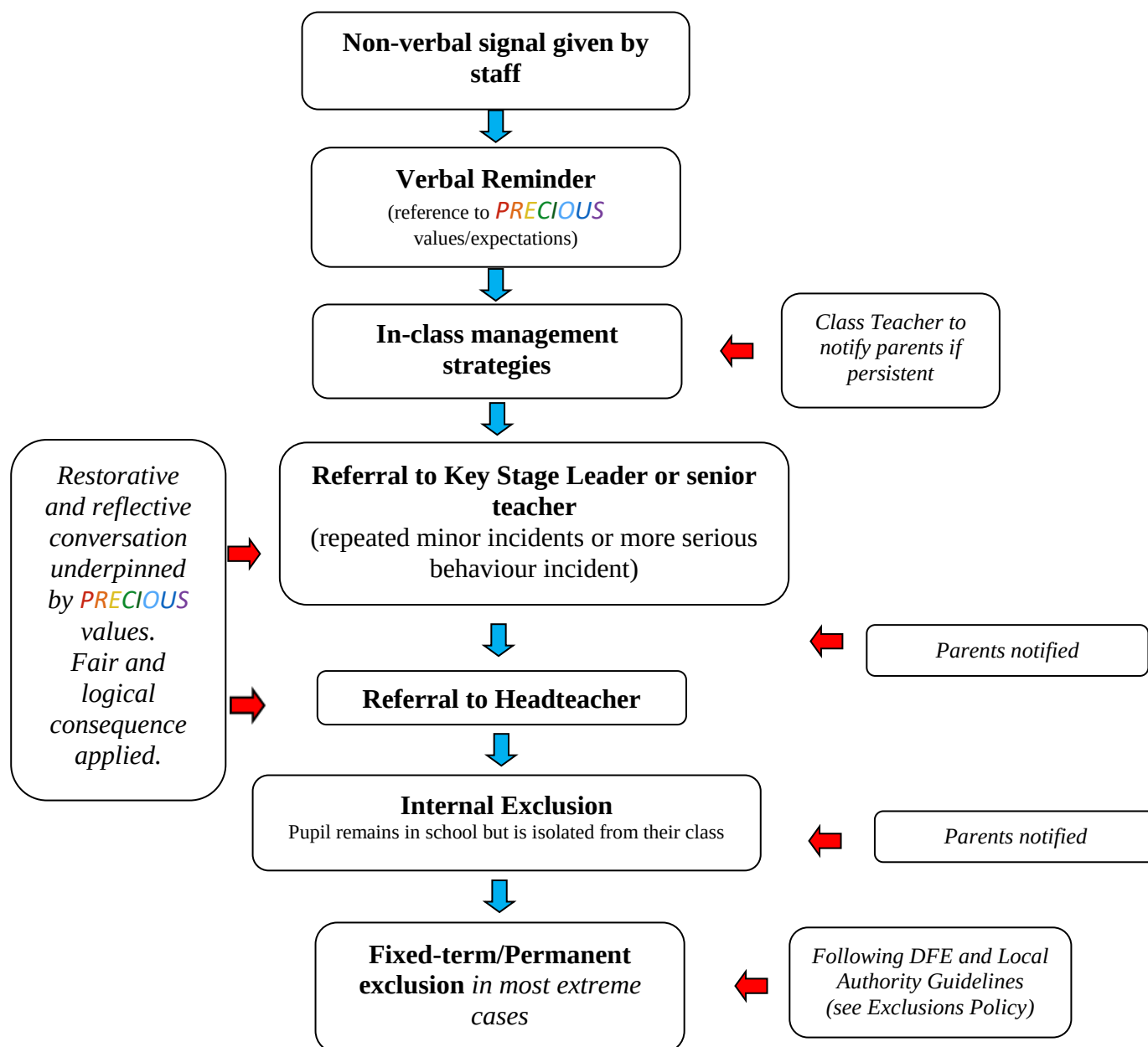
This behaviour policy will be reviewed by the headteacher and Local Governing Body (LGB) at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the LGB.

This Policy should be read in conjunction with:

Equalities Policy
e-safety Policy
Child Protection and Safeguarding Policy
Exclusions Policy

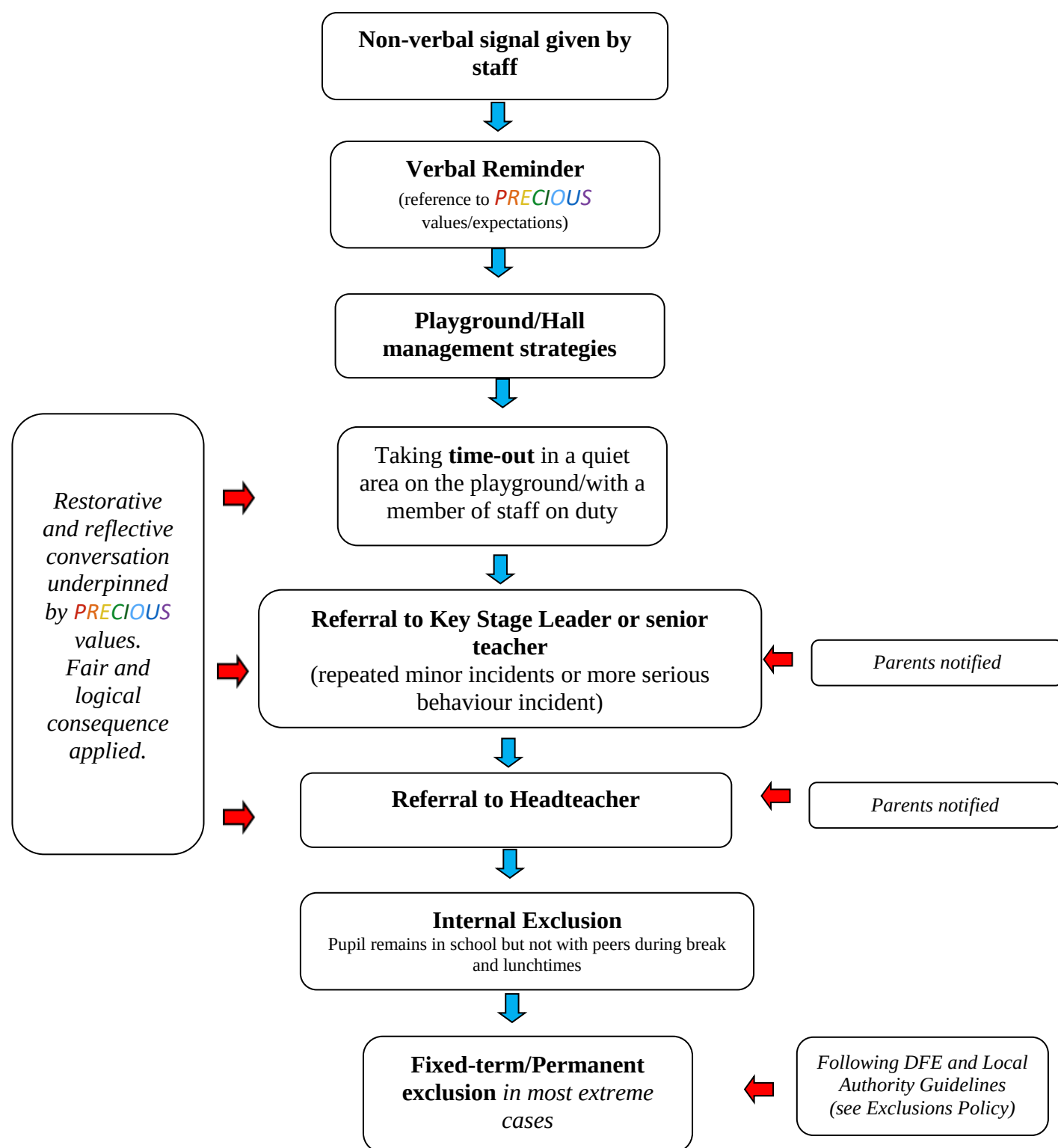
Appendix 1: What are the consequences of unacceptable behaviour?

Our high expectations and **PRECIOUS** school values are emphasised throughout the school day. Pupils are rewarded with positive praise and postcards for showing our school values.



Appendix 2: Playground behaviour

Our high expectations and **PRECIOUS** school values are continued outside on the playground. Pupils are rewarded with positive praise and postcards by MDAs for showing our school values.



Appendix 3: Reflection Sheet

Behaviour Check-in

What was the problem? Why did it happen?			
	Hurtful words		Not trying my best
	Hurt someone		Not listening to or following instructions
	Unkind behaviour		Other:

How do I feel?



Together we are a
PRECIOUS team: we
work hard to shine
and gleam!

How do others feel?



What can I do to make this better?

How could our **PRECIOUS** values help you?

Perseverance **Responsibility and Respect** **Empathy** **Creativity** **Independent Learner** **Opportunity** **Unity** **Successful**

Signed:

Signed:

Signed:

Date:|

Appendix 4: Record of an Incident Involving the Search of a Child and / Confiscation of Illegal / Prohibited Goods

- Name[s] of child[ren]: _____
- Date on which incident occurred: _____
- Name and position in school of member of staff reporting events leading up to search / confiscation:
- Report of incident leading up to search / confiscation:
- Name and position in school of member of staff making search / confiscating goods:
- Report of Search / Confiscation:
- Parent[s] informed: Yes / No
- Police informed: Yes / No
- Whereabouts of Confiscated Items: Locked in office
Returned to parents
Handed to police

Signed: _____