

Behaviour Policy

The Bythams Primary School



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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- 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 and considers those with SEND
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

- 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions of misbehaviour

Low Level Misbehaviour is defined as:

- Fidgeting (with intent to disrupt)
- Telling tales
- Late for school
- Dropping litter
- Noisy e.g. talking/shouting
- Failing to keep on task
- Leaving seats without permission
- Unkind remarks
- Bad language (one off)
- Running in corridors
- Pushing in line
- Chewing gum
- Borrowing without permission
- Leaving work area untidy

Moderate Level Misbehaviour is defined as:

- Constantly shouting out
- Poor effort
- Distracting others
- Poor attendance
- Continuously unprepared for work
- Non uniform/jewellery
- Stealing
- Fighting
- Threatening/aggressive behaviour
- Refusal to co-operate
- Telling lies (persistent)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism e.g., damage to school property/graffiti
- Theft
- Fighting/serious assault/violent verbal or physical outbursts
- Physical/verbal threats made to staff and/or other pupils
- Leaving school without permission
- Racist, sexist, homophobic or discriminatory behaviour
- Use and/or Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco, cigarette papers or e-cigarettes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, ignoring, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti, or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

- We do not tolerate bullying
- Bullying will never be ignored
- **All** instances of bullying will be recorded (CPOMS system)
- Every instance of bullying will be addressed, in line with this policy, with each child involved taking responsibility for his/her actions, apologising, and agreeing to stop/change the behaviour causing concern.

We work closely with the local authority and ensure children have access to workshops through the 'Stay Safe Partnership' linked to online safety – for example how to use group messaging in a safe and responsible way. Children also access 'Healthy Relationships' workshops when in Year 2 and Year 6 and our PSHE curriculum supports children to understand and develop healthy, strong relationships with their peers.

Further information and clarification can be found in our Anti-Bullying Policy on the school website.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (Appendix 1)
- Reviewing this behaviour policy in conjunction with the executive headteacher/headteacher
- Monitoring the policy's effectiveness and its implementation

5.2 The headteacher

The executive headteacher/ head of school are responsible for:

- Reviewing this policy in conjunction with the governing 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 that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (CPOMS) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and 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, including those with SEND
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- Be familiar with 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/SENCO promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

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

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

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

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

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

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

6. School behaviour curriculum

At The Bythams Primary School, we believe in providing a safe, welcoming, happy, calm, and purposeful school environment, in which children can learn effectively and reach the highest standards of which they are capable. Our core values are at the heart of everything we do with the aspiration that we are all the best, decent and moral human beings that we can be.

The purpose of this policy is to ensure a consistency of approach within our school community, one which also understands that we are all individuals. We believe that the partnership between home and school plays a vital role, and that all members of the school community should be valued and supported equally. We believe that a whole school community approach is the means to achieving the positive behaviour that allows us all to learn and grow as people.

We believe the ethos of our school should be built on a foundation of our core values:

- > Friendship
- > Respect
- > Determination
- > Creativity

- Forgiveness
- Happiness
- Honesty

These core values are the basis for the social, intellectual, emotional, spiritual, and moral development of the whole child. We encourage children to absorb these values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults.

We expect no child to ever feel unsafe, unhappy and like an outsider. We expect all children to be kind and give their best.

At the Bythams, we support positive behaviour and a positive environment through:

- Offering a broad and balanced curriculum
- Communicating realistic but positive expectations
- Treating pupils as individuals
- Promoting positive self-esteem through a range of strategies to ensure that everyone has opportunities to succeed
- Ensuring pupils know they are valued by taking a personal interest in them
- Teaching cooperation through group work
- Providing clear and positive learning experiences fairly and consistently
- Creating a calm, organised and purposeful classroom and learning environment
- Developing the voice of the child, through for example School Council and talking with adults
- Appreciating and following the agreed school rules (ready, respectful, safe).
- Developing the skills of co-operation and discussion
- Encouraging everyone to take pride in the school environment
- Monitoring pupil attendance and taking swift action where necessary

Pupils are expected to be **Ready, Respectful and Safe**:

These three terms allow for a shared understanding and consistency in application of our Bythams Brilliant Rules, which were devised by the children as their own Code of Conduct.

- We are gentle and respect nature
- We are kind, helpful and polite
- We listen and don't interrupt
- We are honest and always tell the truth
- We work hard and have fun
- We treat each other and the school with care and respect
- We are careful and sensible when moving around the school
- Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 The Zones of Regulation

The Zones of Regulation (by Leah M. Kuypers) is fundamental to our behaviour curriculum and is a whole school approach. As an evidence-based practice, the concepts taught form part of our daily high-quality teaching and pedagogy, using a shared critical language to talk about behaviour concepts..

Each class is taught at least one lesson from the Zones curriculum each week, explicitly teaching children how to connect and apply behaviour skills in context, as important life skills. We deliver post-teaching interventions for individuals/small groups who require further support.

The Zones of Regulation curriculum incorporates:

- Social and emotional learning; awareness of the thoughts and feelings of ourselves and others (social thinking/theory of mind)
- How our body and brain work together in regulating our psychological states (polyvagal theory)
- Our thoughts, feelings, and behaviours (cognitive behaviour theory)
- Learning to manage our actions and behaviours (self-regulation)
- Our ability to process, organise, and respond appropriately to external stimuli (sensory modulation)
- Planning, problem solving, and organising our thoughts to complete a task (executive functioning)
- Wellness, including forming healthy relationships
- Positive mental health
- Self-awareness
- A love of learning and resilience, essential for achieving our goals (growth mindset).

Some of the practices identified above are rooted in neuroscience and neurotypical child development while others are related to learning styles and concepts/strategies important for inclusion of neurodivergent learners. The Zones of Regulation benefits *all* learners because to successfully address behaviour, it is important that we have some degree of understanding about the influence of neurological components that may drive behaviours.

The Zones of Regulation curriculum explicitly teaches all children about self-regulation, an important aspect of positive behaviour support, academic success, and mental health, by teaching:

- an emotions vocabulary, visually linked to four colours; important for understanding and expressing how they feel
- thinking strategies; including growth mindset (Rock Brain vs Superflex characters)
- positive self-talk (inner coach vs. inner critic)
- physical strategies for calming or alerting (e.g., lazy 8 breathing, calming sequences)
- problem solving and scaling everyday problems into context (big vs. little problems)
- a shared critical language to scaffold talking about behaviours ('expected' vs. 'unexpected')
- the perspective of others
- the impact their behaviour has on others and the school community
- the strategy of using a visual toolkit to aid self-regulation when needed

Every child has a Zones of Regulation folder containing their personalised strategies and the work completed in lessons.

This folder may be used when discussing behaviours with individuals because the visual element provides a scaffold, aiding their communication and understanding when talking about complex concepts such as

emotions/feelings, and actions which impact their behaviour. This enables the child to have a voice to express their views regarding their behaviour and supports problem solving to address negative behaviours.

Every class has a Zones of Regulation display so that this can be referred to throughout the day as needed to support expected behaviours and self-regulation strategies.

When addressing behaviours, adults show fidelity to the Zones and behaviour curriculum by referring to behaviours as *'expected'* or *'unexpected'*.

Aligned to the practice of positive behaviour support, it is always the behaviour that is labelled and never the child, as this can damage self-esteem and lead to further negative behaviours.

6.2 Mobile phones

Children do not need a mobile phone during the school day and so we ask that they are not brought into school. If your child needs a phone in order to communicate with you at the end of the school day (e.g. they are walking home, or attending a friend's house), the phone must be switched off on arrival at school and taken to the school office. It will be stored securely during the day and the pupil can collect phones at the end of the school day.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and culture for positive behaviour within the school. All adults within the school have responsibilities to:

- be a good role model and provide a caring and effective learning environment.
- treat all children with unconditional positive regard
- ensure fair treatment for all regardless of age, gender, race, ability, and disability.
- use active listening, valuing the voice and views of the child
- view behaviour as part of safeguarding, acting on issues promptly by following school procedures
- raise children's self-esteem and develop their full potential.
- create a safe and positive physical and emotional learning environment with high expectations.
- create a warm and safe learning environment
- emphasise the importance of being valued as an individual within the group.
- encourage relationships based on kindness, respect and understanding of the needs of others.
- show appreciation of the efforts and contributions of all
- use rules, rewards, and sanctions clearly and consistently
- model our school values
- form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values, 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
- house points
- award of excellence of the week certificates
- Super Citizens Awards (linked to Bythams' Values)
- Headteacher's awards
- Written comments in books
- Special responsibility jobs e.g monitors, School Councillors, playground leaders
- Communication home e.g., email or phone call to parents

Each teacher may also have their own system of class rewards appropriate to the age and stage of the children taught. These may include:

- Stickers, badges, or stamps
- Certificates
- Award of special privileges e.g. extended break time or 'Golden Time'

House Points:

The Bythams Primary School has adopted a house point system which fosters a sense of belonging and identity to our school. Children are divided in to one of four Houses: Red, Yellow, Green and Blue. House Points are awarded not just for hard work or good effort, but also for range of behaviours including the following:

- Being kind
- Being polite and friendly
- Being helpful
- Being hardworking and trying our best
- Being respectful and tolerant

Over the year, the House Points accumulate, and a cup is awarded to the winning house at the Sports Day events when parents are present.

Celebration Assemblies:

Each Friday we hold a special Celebration Assembly, where children receive a certificate called Award of Excellence and/or a Handwriting Award. Teachers celebrate the work, attitude, or behaviour of the children in their class.

During the assembly the children give out a 'super citizen' trophy to fellow classmates. This gives the children the opportunity to recognise kind deeds, friendship, respect, and the Bythams values in their classmates.

7.4 Responding to misbehaviour

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

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

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

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

Verbal warnings will be given, and pupils will always be given the opportunity to modify their behaviour before sanctions are given, often by being reminded of the rule using 'Ready, respectful, safe' and of expected behaviour.

A sanction may be necessary for repeated offences after a warning has been given, and depending on the nature of the misdemeanour, these may include:

- Sending the pupil out of the class for a short period of time or being asked to work away from the group or task in another classroom
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour, written apologies; putting things right/reparation
- Expecting work to be completed at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility, missing a given amount of time from a break or lunch time
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Being asked to see the head of school/executive headteacher
- Contact with parents/carers
- Agreeing a behaviour contract
- A positive behaviour support plan put in place
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

7.5 Positive behaviour support plans and pastoral support

Positive behaviour support plan approaches are based on overarching ethics which include the commitment to providing support that promotes inclusion, choice, participation, and the equality of opportunity.

This is a person-centred framework to support an individual with significant and persistent behaviours that challenge when our systematic whole school strategies are not effective. Therefore, a personalised, clear, and strategic plan will be required to shape the process of behavioural change and improvement.

Only a very small number of individuals may require a plan when behaviour persistently goes beyond what is reasonably expected to effectively be addressed through whole school systems and strategies.

A positive behaviour support plan could also include strategies recommended by other services and professionals, where a referral has been made by the head of school/SENCO, for example involvement of BOSS (Lincolnshire Behaviour Outreach Support Service) through a pastoral support plan and/or the Educational Psychology Service.

The plan will ensure that all adults and stakeholders understand the individual's behaviour from a shared, informed and often psychological perspective. The purpose of the plan is to identify individual provision to positively support behaviour through strategies, consistently reinforced over a period of time, so that the pupil can take ownership of their behaviour.

It is not the case that pupils with additional needs or SEND will also require a positive behaviour support plan. Their behaviour can usually be well managed through systematic whole school strategies, including The Zones of Regulation and provision identified in their graduated approach/EHC plan that addresses any social, emotional, and mental health (SEMH) needs.

Adults should be aware that persistent misbehaviour could be associated with additional or unmet needs, adversity and/or safeguarding involving the DSL, including:

- Trauma
- Abuse
- Adverse childhood experiences (including bereavement and parental separation)
- Attachment disorder
- Mental health conditions
- Issues with their social group (being bullied)
- Other needs

The plan will be written by the head of school/SENCO/DSL, liaising with teacher, parents and pupil with the aim of understanding the behaviour from a shared perspective, including pupil voice. Parents/carers will be informed and involved at all stages.

The positive behaviour support plan will identify:

- Triggers/behaviours/situations likely to result in need for positive behaviour intervention
- What the behaviour looks like and when it occurs
- Key adult/s and their role/s within the plan
- Provision and targeted strategies to use, how and when they will be implemented
- Consistent expectations, adult modelling, and explicit teaching

- Desired outcomes and time scale of the plan

Examples of targeted strategies, resources, and behaviour interventions are listed below. This list is not exhaustive:

- BOSS behaviour support ladder
- The Boxall Profile – a behaviour assessment tool to identify specific areas of need
- Beyond the Boxall Profile – a tool informing provision to address behaviours
- Recommendations made by other professionals or services
- Coaching/mentoring with a trained adult, e.g. ELSA (emotional literacy support assistant)
- Emotions coaching
- Social stories
- Therapeutic stories
- Lego Therapy
- Social skills groups
- Circle of Friends and/or a buddy system
- Circle time games/nurture group activities/role play
- Direct teaching, instruction, and practice
- Sensory diet, identified through assessment sensory profiling
- A safe or quiet space when needed
- Visual supports
- The Incredible 5 Point Scale

The risk a behaviour poses will also be considered. A risk assessment and a positive handling plan may also be written, particularly if an individual is deemed to be at risk of absconding, self-harm or displays physical behaviours.

All individual positive behaviour support plans, risk assessment, and positive handling plans will be shared with the child (where appropriate), parents and school staff by the Head of School/SENCo. It is important that staff can understand the drivers and issues affecting behaviour, feel well informed and confident to address behaviour through a consistent, strategic approach by adhering to plans put in place.

Staff must continue to record all behaviour incidences for a child with a plan using the CPOMS system. This system will also be used by leaders to track improvement in behaviour.

7.6 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 the head of school as well as being logged on the CPOMS safeguarding system in school
- The head of school will inform parents/carers when an incident has taken place
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including a safeguarding category, SEND, mental health needs or medical conditions.

Two members of staff are currently trained in the Team Teach de-escalation approach and should be called to support the situation, along with the head of school.

The card system, kept by the door of every classroom and outside, should be used to gain assistance by giving the card to an adult to alert a senior member of staff. The room/class is identified on the card. The cards are colour coded and a red card signals immediate support is needed.

Detailed advice is available in Use of Reasonable Force – advice for school leaders, staff and governing bodies. All school staff should read this guidance [use-of-reasonable-force-in-schools](#)

7.7 Confiscation, searches, screening

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

Confiscation

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

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

Searching a pupil

Leaders will ensure they oversee the practice of searching to ensure that a culture of safe, proportionate, and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead.

Searches will only be carried out by the head of School or executive headteacher. Another member of staff must be present to witness the search.

Where possible, leaders will authorise a member of staff to support the search who is of the same sex as the pupil.

A written record of the search must be kept that includes:

- The date, time and location of the search;
- Which pupil was searched;
- Who conducted the search and any other adults present;
- What was being searched for;
- The reason for searching;

- What items, if any, were found;
- What follow-up action was taken as a consequence of the search.

An appropriate location for the search will be found, 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 after seeking authorisation by a senior leader.

Before carrying out a search leaders 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
- Seek the pupil's agreement
- 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

Leaders or an authorised member of staff may search a pupil's outer clothing, (e.g. a jumper or jacket being worn over a t-shirt, hats, scarves, shoes/boots), pockets, possessions, desks or lockers.

The power to search outlined above does not enable leaders to conduct a strip search (removing more than the outer clothing, e.g. coat/school sweatshirt).

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 in section 3).

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents

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

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

7.8 Off-site misbehaviour

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

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

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

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

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

7.9 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. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom.

Pupils who have been removed from the classroom are supervised by a senior leader and will be removed until they are regulated enough to return calmly to the classroom.

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

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

- A Positive Behaviour Support Plan
- Use of a teaching assistant
- Individual behaviour reports
- Pastoral Support Team/BOSS/Educational Psychologist referral through the Local Authority
- Community Paediatrician assessment
- Multi-agency assessment

- Long term behaviour plans

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

8.3 Suspension and permanent exclusions

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 head of school/executive headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include but are not limited to:

- Short, planned movement/sensory breaks for a pupil with SEND who finds it difficult to sit still or give attention for long
- Adjusting seating plans to allow a pupil to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding needs for pupils in our care, e.g. such as autism
- Use of separate spaces (safe/quiet spaces) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

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

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from SEND advice line for Lincolnshire (Ask SaLL), BOSS, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This may include, but is not limited to:

- Reintegration meetings
- Daily contact with a named adult
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

Our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school, e.g. autism including sensory differences
- How SEND and mental health needs impact behaviour

- How trauma and childhood experiences can impact on behaviour
- The importance and effectiveness of building positive relationships
- The proper use of restraint

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by senior leaders and outcomes shared with the full governing board.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from DfE guidance and/or the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Equality and Diversity policy
- SEND policy
- Home School Agreement
- Child protection and safeguarding policy
- Anti-bullying policy

- Code of Conduct (Staff and Parents)

Appendix 1: written statement of behaviour principles

The children recognise and agree that they have the following Rights and Responsibilities:

Rights	Responsibilities
<p>To be valued as members of the school community.</p> <p>To be given help when they seek it, whether with their work or with bullying or other personal worries</p>	<p>To work to the best of their abilities and allow others to do the same.</p> <p>To treat others politely and with respect.</p>

<p>To be treated fairly, consistently and with respect.</p> <p>To be consulted about matters that affect them, have their views listened to, and as far as is reasonable, acted upon</p> <p>To be taught in a pleasant, well-managed and safe environment, free from the disruption of others.</p> <p>To learn and play within clearly defined and fairly administered codes of conduct, which they have had a part in devising.</p> <p>To experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and met.</p> <p>To be free from any form of discrimination</p>	<p>To come to school on time, suitably equipped for the lessons in the day ahead.</p> <p>To respect the views, rights, and property of others, and behave safely in and out of class.</p> <p>To co-operate in class with the adults in school and with their peers.</p> <p>To follow the school "Bythams Brilliant Rules"</p> <p>To seek help if they do not understand or are in difficulties.</p> <p>To be prepared to listen to others and try to understand other people's point of view.</p> <p>To accept ownership for their own behaviour and learning</p>
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- Staff and volunteers set an excellent example to pupils at all times
- Rewards and sanctions are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by staff and shared in a way that pupils to understand
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

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

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

