



Laurel Avenue
Community Primary School

Behaviour Policy and Statement of Behaviour Principles

Approved by: *Governing Body* ***Date:*** *November 2023*

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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*
- *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

Misbehaviour is defined as:

- *Disruption in lessons, in corridors between lessons, and at break and lunchtimes*
- *Non-completion of classwork*
- *Poor attitude*

Serious misbehaviour is defined as:

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

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

Rationale behind Anti-Bullying Policy

The school has a clear responsibility to help staff and pupils to deal with bullying when it occurs but even more importantly to 'prevent it'.

Bullying is present to a greater or lesser extent in all institutions. All members of the school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a pupil's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances.

Our school's definition of bullying is:

Bullying can be defined as an abuse of power by one or more people through repeated intimidating, aggressive or excluding behaviour with the intention to cause emotional or physical harm to another person.

It should be borne in mind that:

- *bullying can be countered effectively*
- *bullying is learned behaviour and can be unlearned*
- *bullies need help and support to change their behaviour patterns*
- *targets need a balance between protection and empowerment*

Statement of Principle

Laurel Avenue Community Primary School seeks to provide a safe, secure and positive environment in which children can develop and grow making full use of the range of facilities available to them.

All children attending Laurel Avenue Community Primary School are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation. If this is the case, all members of the school community will be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening.

At Laurel Avenue Community Primary School, we seek to

- *actively listen to children and young people*
- *act appropriately on information received*

in order to ensure that a safe, secure, positive environment exists.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy

[https://www.laurelavenue.durham.sch.uk/ckfinder/userfiles/files/Policies/Anti%20Bullying%20Policy%202022\(1\).pdf](https://www.laurelavenue.durham.sch.uk/ckfinder/userfiles/files/Policies/Anti%20Bullying%20Policy%202022(1).pdf)

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 Headteacher*
- *Monitoring the policy's effectiveness*
- *Holding the Headteacher to account for its implementation*

5.2 The Headteacher

The headteacher is responsible for:

- *Reviewing this policy in conjunction with the Governing Board.*
- *Giving due consideration to the school's statement of behaviour principles (Appendix 1)*
- *Approving this policy*
- *Ensuring that the school environment encourages positive behaviour*
- *Ensuring that staff deal effectively with poor behaviour*
- *Monitoring that the policy is implemented by staff consistently with all groups of pupils*
- *Ensuring that all staff understand the behavioural expectations and the importance of maintaining them*

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

5.3 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*
- *Considering their own behaviour on the school culture and how they can uphold school rules and expectations*
- *Recording behaviour incidents promptly (see appendix 2 for a behaviour log)*
- *Challenging pupils to meet the school's expectations*

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

5.4 Parents and carers

Parents and carers, where possible, should:

- *Get to know the school's behaviour policy and reinforce it at home where appropriate*
- *Support their child in adhering to the school's behaviour policy*
- *Inform the school of any changes in circumstances that may affect their child's behaviour*
- *Discuss any behavioural concerns with the class teacher promptly*
- *Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)*
- *Raise any concerns about the management of behaviour with the school directly, 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

Pupils are expected to:

- *Behave in an orderly and self-controlled way*
- *Show respect to members of staff and each other*
- *In class, make it possible for all pupils to learn*
- *Complete school work in lesson time*
- *Complete home learning tasks*
- *Move quietly around the school*
- *Accept sanctions when given*
- *Refrain from behaving in a way that brings the school into disrepute, including when outside school or online*

Our Learning Charter

We have the right to learn and enjoy lessons

We have the responsibility to make sure everyone enjoys lessons by making sure:

- *we share equipment fairly and kindly*
- *we take care of the equipment*
- *we treat each other how we like to be treated*

- > *we keep everybody safe*
- > *we are kind to others*
- > *we help people if they need us*
- > *we ask if we need help*
- > *we listen to one and another*

We have the responsibility to complete school work in lesson times and allow others to
We show respect to members of staff and to each other

We are an OPAL school – Outdoor Play and Learning.

This is our charter for playing outside:

Our OPAL Charter

We have the right to play and enjoy OPAL.

We have the responsibility to make sure everyone enjoys playtime by making sure:

everyone chooses what to play

we share equipment fairly and kindly

we take care of the equipment

we treat each other how we like to be treated

we keep everybody safe

we are kind to others

we help people if they need us

we allow people to join in games

we ask grownups if we need help to sort out our problems

we listen to one and another

we play safely.

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

6.1 Mobile phones

Under certain circumstances, e.g. staying with a parent who does not live with them for the weekend, pupils are allowed to bring mobile phones into school but must be turned off and handed into school office as soon as they arrive to school. This will need to be agreed in advance. Pupils in Year 6 may give their mobile phone to the class teacher to lock in box, kept in the locked cupboard.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- *Create and maintain a stimulating environment that encourages pupils to be engaged*
- *Display the behaviour curriculum and the school code of conduct*
- *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*

Develop and implement individual behaviour plans where required.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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:

<https://www.laurelavenue.durham.sch.uk/ckfinder/userfiles/files/Policies/KCSIE%20Safeguarding%20School%20Policy%20September%202022.pdf>

7.3 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- *Verbal praise*
- *In-class awards or rewards e.g. Smilies, Class Dojo, Secret Student*
- *Communicating praise to parents via a phone call or written correspondence including Class Dojo*

- Certificates, prizes, star assembly
- Positions of responsibility
- Whole-class or year group rewards, such as a popular activity
- Visit to Headteacher's office

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 considered.

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 one or more of the following sanctions in response to unacceptable behaviour:

- *A verbal reprimand and reminder of the expectations of behaviour*
- *Expecting work to be completed at break or lunchtime*
- *Detention at break or lunchtime*
- *Letter or phone call home to parents*
- *Agreeing a behaviour contract and implement a plan*

Each class has their own specific and consistent sanction for supporting pupils if they need to be removed from the activity/lesson or removed from the classroom as a last resort.

Nursery and Class 1

1. *Reminder given*
2. *Second Reminder given*
3. *Third reminder – thinking chair for 2 minutes*
4. *Restorative chat*

If pupil is not regulated enough to access thinking chair in own classroom, then remove from classroom to sit on thinking chair:

Nursery pupil to Class 1

Class 1 pupil to Nursery

If removed from classroom, TA stays to ensure that there is enough supervision.

Class 2

1. *Reminder given*
2. *Second Reminder given*
3. *Third reminder – thinking space for 2 minutes – Thinking Time A*
4. *Restorative chat*

If pupil is not regulated enough to access thinking space in own classroom, then remove from classroom:

Thinking Time B - Class 2 pupil to Class 1

If removed from classroom, TA stays to ensure that there is enough supervision.

Class 3 and Class 4

1. *Reminder given*
2. *Second Reminder given*
3. *Third reminder – thinking space for 5 minutes - Thinking Time A*
4. *Restorative chat*

If pupil is not regulated enough to access thinking space in own classroom, then remove from classroom:

Thinking Time B - Class 3 or Class 4 pupil to Ms Davison's office (HT) or Mrs Tew's office (SENCO)

TA takes pupil to either office.

If behaviour escalates to reach serious misbehaviour status then the following sanctions will be used:

- *Internal suspension – in Ms Davison's or Mrs Tew's office or, if appropriate, in class 4 with DHT*
- *Suspension*
- *Permanent exclusions, in the most serious of circumstances*

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

7.5 Reasonable force

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

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

Incidents of reasonable force must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

The following staff are Team Teach trained:

Gaynor Davison, Helen Walters, Stephanie Tew, Linda Tosney, Christy Wilson, Livvy Staley, Kate Hodgson, Victoria Mills, Caroline Smith

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) SENCO 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. This will be HT office or SENDCO office. 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 the member of staff will contact the headteacher / deputy headteacher / SENDCO, to try and determine why the pupil is refusing to comply. If the search is not urgent then parents/carers will be contacted.

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, pencil cases, bags or lockers.

Outer clothing includes:

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

Searching pupils' possessions

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

- *Pencil Cases*
- *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) and items identified in the school rules.

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

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

Informing the Designated Safeguarding Lead (DSL)

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

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

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

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 as soon as is reasonably practicable:

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

Support after a search

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

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

Strip searches

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

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

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

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

Communication and record-keeping

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

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

Who will be present

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

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

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

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

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

The appropriate adult will:

- *Act to safeguard the rights, entitlement and welfare of the pupil*
- *Not be a police officer or otherwise associated with the police*
- *Not be the 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 if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.7 Off-site misbehaviour

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

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

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

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

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher / Deputy Headteacher / SENDCO will make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

<https://www.laurelavenue.durham.sch.uk/our-school/safeguarding>

7.11 Malicious allegations

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

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

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the pupil who made the allegation needs 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

<https://www.laurelavenue.durham.sch.uk/our-school/safeguarding> for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Teaching staff have been authorised by the Headteacher to give pupils detentions.

Pupils can be issued with detentions during break and lunchtime.

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

When imposing a detention, the school will consider whether doing so would:

- › Compromise the pupil's safety*
- › Conflict with a medical appointment*

8.2 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive*
- › Maintain the safety of all pupils*
- › Allow the disruptive pupil to continue their learning in a managed environment*
- › Allow the disruptive pupil to regain calm (reset) in a safe space*

Pupils who have been removed from the classroom are supervised by members of staff.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

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

- *Use of teaching assistants*
- *Behaviour plans*
- *SEND support plans*
- *Crisis response – BIT, Waves*
- *Behaviour and Inclusion Panel – The Woodlands*
- *Multi-agency assessment*

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

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 headteacher and only as a last resort.

Please refer to our Suspension and Permanent Exclusions Policy:

[https://www.laurelavenue.durham.sch.uk/ckfinder/userfiles/files/Policies/Suspension%20and%20Permanent%20Exclusion%20Policy%20November%202023\(1\).pdf](https://www.laurelavenue.durham.sch.uk/ckfinder/userfiles/files/Policies/Suspension%20and%20Permanent%20Exclusion%20Policy%20November%202023(1).pdf)

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 consider the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- *Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long*
- *Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher*
- *Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema*
- *Training for staff in understanding conditions such as autism*
- *Use of calm room where pupils can regulate their emotions during a moment of sensory overload*

9.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

9.4 Pupils with an Education, Health and Care (EHC) Plan

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

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

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.

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

- › *Reintegration meetings*
- › *Daily contact with the child's key person*
- › *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

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

- › *The proper use of restraint – Team Teach – if necessary*
- › *The needs of the pupils at the school*
- › *How SEND and mental health needs impact behaviour*

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 every term by headteacher.

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

- › *At school level*
- › *By age group*

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- *Exclusions policy*
- *Child protection and safeguarding policy*
- *Physical restraint policy*
- *Mobile phone policy*

Appendix 1: Written Statement of Behaviour Principles

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

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

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

Appendix 3: Laurel Avenue Community Primary School Behaviour Log

Thinking Time B incidences are recorded on this Behaviour Log and added to CPOMS.

If the incident involves an Incident Report, then there is no need to complete this log as the IR report is completed and added to CPOMS.

<i>Pupil's Name</i>	
<i>Date</i>	
<i>Where did the incident take place?</i>	
<i>When did the incident take place?</i>	<i>Before school</i> <i>After school</i> <i>Lunchtime</i> <i>Break Time</i>
<i>What happened?</i>	
<i>What actions were taken, including any sanctions?</i>	
<i>Is any follow-up action needed?</i> <i>If so, give details.</i>	
<i>Parent/Carer informed?</i>	