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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 our 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:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

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

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

### 3. Definitions

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour 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
- Smoking
- 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
- 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, 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"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our school website: <https://www.oysterpark.co.uk/policies/>

#### 5. Roles and responsibilities

##### 5.1 The governing board

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

##### 5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour

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

### 6. School behaviour curriculum

At Oyster Park Primary Academy, all children are valued as individuals. It is our aim to ensure all children enjoy their learning within a safe environment and that they work confidently, to reach their full potential. We follow the 'Webster Stratton' behaviour approach within which the ultimate objective is to enhance children's ability to become socially and emotionally competent individuals who succeed in school and this forms the basis of the behaviour policy. We also take into account national guidance published by the 'Department for Education.' We expect all staff within the school to follow this system to ensure a consistent approach for our children.

We are a caring, inclusive school in the heart of our community. By embedding the Webster Stratton approach our aim is to:

- Encourage children to manage their own behaviour
- Encourage children to be 'responsible' for their actions
- Encourage children to 'respect' the rights of others
- Build relationships
- Promote consistent expectations of behaviour and how behaviour is managed
- Respond appropriately to incidents

### Core Values

#### ***Ambition - Bravery - Respect***

Within the Northern Ambition Academies Trust, we expect that our students:

- Attend school on time, every day, ready to learn;
- Wear their uniform with pride;
- Put 100% effort into all aspects of their learning;
- Learn to be **brave** and resilient;
- Develop effective communication skills, to equip them for life;
- Show **respect** at all times;
- Are responsible members of their school, local community and wider world;
- Are **ambitious** and believe they can!

Pupils are taught what good behaviour looks like through our bespoke social skills curriculum.

### Behaviour Management Strategies

At Oyster Park Primary Academy, we focus on a positive approach to behaviour management. A range of the agreed strategies we use are displayed within classrooms and around the school building. They are used to reinforce and remind children of our expectations. We also use our whole school assembly time to reaffirm

routines, to ensure children are fully aware of what is expected of them and to provide them with the tools to manage their own behaviours.

Positive Behaviour Strategies	
<b>Visual timetables</b>	<ul style="list-style-type: none"> <li>• Enable children to establish routines.</li> <li>• Children feel fully informed.</li> <li>• Prevent any anxieties.</li> </ul>
<b>Show me 5</b>	<ul style="list-style-type: none"> <li>• This strategy is used to create a calm, controlled learning environment.</li> <li>• When children are asked to 'Show 5' they know this means; eyes looking, ears listening, lips closed/no talking, hands still and feet still.</li> </ul>
<b>Emotional Registers</b>	<ul style="list-style-type: none"> <li>• Emotional registers allow children to express how they are feeling.</li> <li>• They can be presented in a variety of ways and can help identify triggers to certain behaviours.</li> <li>• Staff must be able to respond to the register and support children with how they are feeling.</li> </ul>
<b>Compliment Circles</b>	<ul style="list-style-type: none"> <li>• Are used to demonstrate how to give and receive positive feedback.</li> <li>• Teachers should model how to give positive feedback to the children.</li> <li>• Children are encouraged to say one nice thing that they have liked or appreciated about what one of their peers did that day or during the week.</li> <li>• Positive relationships are promoted and supported.</li> </ul>
<b>I Can Box</b>	<ul style="list-style-type: none"> <li>• Encourages children to self-praise.</li> <li>• A tool which is vital to allow children to accept themselves and their achievements.</li> <li>• Children write down what they can do (have achieved) and post it into a box. These statements can then be shared with the whole class to celebrate individual achievements.</li> </ul>
<b>Worry Box</b>	<ul style="list-style-type: none"> <li>• Worry boxes allow children to share their worries/concerns in a discrete way.</li> <li>• They value that all children may not feel confident in speaking out about their concerns.</li> <li>• Staff should frequently check boxes and act appropriately to deal with worries that have been shared.</li> </ul>
<b>More discrete strategies (See Appendix 1 for glossary)</b>	<ul style="list-style-type: none"> <li>• Spotlight of attention</li> <li>• Doubling the impact</li> <li>• Proximal praise</li> <li>• Adults working as a team</li> <li>• Using 'Thank you' rather than 'Please'.</li> <li>• Coaching</li> <li>• Working the room</li> <li>• Descriptive commentary</li> <li>• Choices</li> <li>• Responsibilities</li> <li>• Ignore</li> <li>• Distraction</li> <li>• Acknowledgement 'a look'</li> </ul>

	<ul style="list-style-type: none"> <li>• Reminders</li> <li>• Re-direction</li> <li>• Private Words</li> </ul>
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### Strategies for Children

As educationalists we believe it is our role to provide children with the skills which allow them to self-regulate and independently solve problems. Webster Stratton provides the children with strategies to support this.

Strategies To Promote Independence	
<b>Problem Solving</b> <b>(See Appendix 2 for visual)</b>	<ul style="list-style-type: none"> <li>• Children are encouraged to independently work through several steps to solve any problems they may encounter.</li> <li>• The steps can be applied to many scenarios both inside and outside the classroom.</li> <li>• Adults can scaffold this strategy if required.</li> </ul> <p>Steps involved;</p> <ol style="list-style-type: none"> <li>1. Identify the problem.</li> <li>2. Brainstorm solutions.</li> <li>3. Think of the consequences of these solutions.</li> <li>4. Identify the best solution. Children should be encouraged to ask themselves- Is the solution <b>safe</b>? Is it <b>fair</b>? How would it make me/others <b>feel</b>?</li> <li>5. What would be the consequence?</li> <li>6. Put the solution into practice.</li> <li>7. Evaluate how we did. Children need to be able to evaluate in order to learn from their experiences.</li> </ol>
<b>Positive Self Talk</b>	<ul style="list-style-type: none"> <li>• Enables children to stay calm in a range of situations.</li> </ul> <p>Examples include-</p> <ul style="list-style-type: none"> <li>• Taking three breaths.</li> <li>• Thinking happy.</li> <li>• 'Everyone makes mistakes. Next time I will...'</li> <li>• 'He/she didn't do it on purpose. It was an accident.'</li> <li>• 'With more practice I'll get it.'</li> <li>• 'My friends still like me even when I make mistakes.'</li> </ul>
<b>Turtle Time</b>	<ul style="list-style-type: none"> <li>• Helps children to calm down if they are not yet ready for the problem solving stage.</li> <li>• Creates a safe secure place for children to withdraw to.</li> <li>• Where appropriate space should be in the classroom.</li> </ul> <p>Steps involved;</p> <ol style="list-style-type: none"> <li>1. Incident occurs leading to unhappy/angry feelings.</li> <li>2. Think <b>STOP!</b></li> <li>3. Take three slow deep breaths.</li> <li>4. Withdraw into shell (go to turtle time space) reflect and think</li> </ol>

	about what caused the angry feelings. 5. When calm let's start again.
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### **Rewards and Incentives**

The aims of rewards and incentives are to reaffirm expectations, raise self-esteem, acknowledge and promote positive behaviour, encourage good attitudes to learning and to celebrate achievements. We reward children by using a range of whole class and individual strategies. These include:

- Attention from an adult- This could include a smile or thumbs up.
- Public praise- Sharing aloud what a child has done well
- Positive Praise
- Sharing achievements with peers
- Sharing achievements with SLT
- Stickers
- Achievement assembly- Achievements are rewarded in assembly for both learning and behaviour.
- Star of the week award- Awarded in achievement assembly.
- Certificates
- Praise postcards
- Discussions with parents giving positive feedback.
- Reward Time- Reward Time takes place on a Friday afternoon. Children can earn minutes for their class throughout the week, building up to a maximum of 30 minutes. All children have a guaranteed 10 minutes so they can experience what they may be missing if minutes are removed. Whole class efforts earn additional minutes up to 30 to foster a team work ethos. Additional minutes over 30 can be given for exceptional reasons.

### **Sanctions/Consequences**

We believe that there are consequences to making the wrong choice and that children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every day is a fresh start. Disapproval must be directed at the behaviour not the child. When intervention from an adult is required this intervention should occur on a least to most intrusive basis. Least intrusive intervention could involve reminders, non-verbal cues and simple direction. Most intrusive intervention could occur when there is repetitive disruption, a potential safety concern or aggressive behaviour.

	Webster Stratton
<b>Behaviour Management Strategies</b>	<ul style="list-style-type: none"> <li>• Re-affirm positive behaviours.</li> <li>• Reminders given using Language of Choice. For example, "if you continue to talk you will choose to have a warning"</li> <li>• Reminders given using positive commands. For example, using "walk thank you" rather than "do not run".</li> <li>• If an inappropriate behaviour is spotted praise will be given to children showing the desired behaviour before the child is reminded about their own behaviour. This gives the child a chance to correct their own behaviour before being given a reprimand by staff.</li> <li>• Reminder of the desired behaviour wanted.</li> <li>• Second reminder</li> <li>• Verbal warnings (See hierarchy leading to Time Out in Appendix)</li> </ul>



<b>Time Out</b> (Refer to Appendix 3)	<ul style="list-style-type: none"> <li>• Time Out areas are set up in all classrooms. Other agreed areas used for individual children or during lunchtime are set up around school.</li> <li>• Time Out should be a time for children to ‘think and reflect’ about their actions.</li> <li>• Used instantly for swearing, aggression, racism or destruction.</li> <li>• If the child misses work because of Time Out then this work must be completed in the child’s own free time.</li> <li>• Time Out works on a set structure:             <ul style="list-style-type: none"> <li>- <i>Initially a range of Webster Stratton strategies should be used to remind children about their behaviour and minimise disruption.</i></li> <li>- <i>If a child continues to display disruptive behaviour after reminders are given then they will be issued with their first verbal warning.</i></li> <li>- <i>This will be followed by more intervention strategies if the behaviour continues.</i></li> <li>- <i>A second verbal warning can then be issued.</i></li> <li>- <i>Finally a child who has continued to be disruptive after the two warnings will be given some ‘Time Out.’</i></li> <li>- <i>Time Out will be for 5minutes and the last 2minutes must be settled.</i></li> </ul> </li> <li>• The final 2 minutes of time out must be settled and calm thus the actual time may be longer than the initial time given.</li> <li>• If the child refuses to enter Time Out, the time can increase up to the age of the child, but not beyond 9 minutes. (See hierarchy leading to Time Out in appendix)</li> </ul>
<b>Loss of Recreational Time</b>	<ul style="list-style-type: none"> <li>• If work is not completed due to time out, avoidance, unwanted behaviours then playtimes, lunchtimes can be lost.</li> <li>• The time lost must be reasonable and used for children to not only catch up on work missed but to reflect on their behaviour.</li> </ul>
<b>Moving place in the classroom</b>	<ul style="list-style-type: none"> <li>• Children may be asked to sit alone if their behaviour is disrupting the learning of others.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• The Senior Leadership Team are available throughout the day to support high level incidents.</li> <li>• The hierarchy for support, once the class teacher has followed the WS behaviour strategies, and if a child is still presenting challenging behaviours is: SLT → Deputy Headteacher → Headteacher</li> <li>• They will determine sanctions for more serious or persistent behaviours.</li> <li>• SLT will be the ones that make decisions on parents being contacted.</li> <li>• Internal exclusions where children work in a room alone for a period of time could be issued by SLT.</li> <li>• Under exceptional circumstances the Headteacher may issue fixed or permanent exclusions.</li> </ul>
<b>Partnerships with Parents</b>	<ul style="list-style-type: none"> <li>• We believe that promoting positive relationships with parents is fundamental to behaviour management.</li> <li>• SLT will decide if severity of behaviours warrant phone calls home to parents to inform them of their child’s behaviour.</li> <li>• Parents may be asked to attend meetings involving class teacher and SLT.</li> </ul>

### Repair and Rebuild

As our whole behaviour approach is based upon building strong foundations using positive relationships, as part of a consequence it is important that there is time to **'Repair and Rebuild'** relationships. Preferably this should be carried out by the person who was the one who issued the consequence. This time should be used to reinforce expectations and draw upon the problem-solving strategy. This time for reflection should minimise the likelihood of this behaviour occurring again.

### 6.1 Mobile phones

We recognise that mobile phones are part of everyday life for many children and that they can play an important role in helping pupils to feel safe and secure. However, we also recognise that they can prove a distraction in school and can provide a means of bullying or intimidating others. Therefore:

- Pupils are allowed to bring mobile phones into school if they are walking to or from school without parents
- The phone must be handed in to the office and must be switched off
- The phone is left at the owner's own risk and school is not responsible for loss or damage
- Phones should not be taken on school trips/visits

Where mobile phones are used in or out of school to bully or intimidate others, then the head teacher or DSL does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site.'

Our Mobile Phone Policy can be found on our school website: <https://www.oysterpark.co.uk/policies/>

## 7. Responding to behaviour

### 7.1 Classroom management

The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children, by staff is vital for the wellbeing and success of our school. The Webster Stratton approach is built upon the foundations of creating positive relationships. We believe that positive teacher-pupil relationships built on trust, will foster co-operation and motivation within our children and therefore promote positive outcomes for all. To do this we aim to:

- Lead by example.
- Foster a consistent approach in dealing with children and parents.
- Create positive relationships with parents and carers encouraging regular communication.
- Get to know children as individuals.
- Have high expectations of the children.
- Meet all individual needs through a creative differentiated curriculum.
- Build confidence and self-esteem.
- Use positive language focussing on the do's rather than don'ts.
- Listen to children.
- Allow children to be independent and make their own choices.
- Immerse children in the language of praise.

### 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.

Our Child Protection and Safeguarding Policy can be found on our school website: <https://www.oysterpark.co.uk/policies/>

### 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: **See Rewards and Incentives Pg 8 for details**

### 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 will 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.

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. In addition to the **sanctions and consequences detailed on Pg 8 and Pg9** we may use one or more of the following sanctions in response to unacceptable behaviour:

- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Agreeing a behaviour contract
- Removal of the pupil from the classroom – inclusion
- 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.

### 7.5 Reasonable force

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

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

### 7.6 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) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils. A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip. Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher and/or designated safeguarding lead to try and determine why the pupil is refusing to comply. The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or 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.

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

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

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:

- Desks
- Bags

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

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

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

### **Informing the designated safeguarding lead (DSL)**

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

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

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

### **Informing parents**

Parents 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**

This subsection and the 1 directly following apply to strip searches that involve the exposure of a pupil's intimate body parts, but you may decide to follow these procedures for other searches. If so, amend these subsections accordingly.

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 or assistant headteacher/DSL 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 details. This can be found on our school website: <https://www.oysterpark.co.uk/policies/>

### **7.11 Malicious allegations**

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

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

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

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

Please refer to our child protection and safeguarding policy found on our website:

<https://www.oysterpark.co.uk/policies/>

A copy of North Ambition Academy Trust manage Allegations Policy can be sought by contacting the school office on 01977 515994.

## **8. Serious sanctions**

### **8.1 Detention/ Loss of unstructured time**

At Oyster Park we do not use the term detention. As a consequence, for repeated poor behaviour choice, when deemed appropriate by the headteacher, a member of SLT or a phase leader Set, the consequence of loss of recreational time may be used. The time lost must be reasonable and used for children to not only catch up on work missed but to reflect on their behaviour. The school will decide whether it is necessary to inform the pupil's parents on an individual basis.

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

Compromise the pupil's safety

Conflict with a medical appointment

Prevent the pupil from getting home safely

Interrupt the pupil's caring responsibilities

### **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. At Oyster Park Primary Academy, we call this inclusion.

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.



Inclusion 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.

Inclusion can be used to:

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

Pupils who have been removed from the classroom are supervised by Mrs Pointing, Learning Mentor, Mrs Thorpe, Family Support worker or a member of SLT. The time they are removed from the classroom for will be agreed by the headteacher or assistant head teacher to reflect the incident which led to the removal. 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. 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:

- Meetings/interventions with a learning mentor
- Use of teaching assistants
- Long term behaviour plans
- 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 exclusions policy for more information a copy of which can be gained by contacting the school office.

## **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. Adjustments made include, but are not limited to:

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

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will 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.

You can contact the SENART Team by email on [SENART@wakefield.gov.uk](mailto:SENART@wakefield.gov.uk), by telephone on 01924 302465 or by post at SENART, Block C, Normanton Town Hall, High Street, Normanton, WF6 2DZ.

## 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. As our whole behaviour approach is based upon building strong foundations using positive relationships, as part of a consequence it is important that there is time to **'Repair and Rebuild'** relationships. Preferably this should be carried out by the person who was the one who issued the consequence. This time should be used to reinforce expectations and draw upon the problem-solving strategy. This time for reflection should minimise the likelihood of this behaviour occurring again. This can include many different elements depending on the individual pupil and the incident which has occurred. In addition support following a sanction may include:

- Reintegration meetings with key adults and pupils
- Daily contact with the Learning Mentor or a key identified 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**

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

- The proper use of restraint (identified members of staff only)
- 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.

The behaviour policy and our whole school ethos is revisited with all staff on the Inset day at the beginning of each academic year as well as at key points during the year where the headteacher or member of SLT identify a need. If CPD needs are identified appropriate training to support the school/individual are sought.

**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 half term by the headteacher, assistant head teacher and shadow behaviour lead.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle 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 the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the governing body.

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### 14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy
- Anti-Bullying policy
- SEND policy

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### **Appendix 1** **More Discrete Strategies Glossary**

**Coaching:**

Coaching is saying what you see. Tell the children the positives of what they are doing. Builds self-confidence.

**Descriptive Commentary:**

Providing the children attention by describing and commenting on what they are doing rather than asking questions.

**Distraction:**

Taking the focus of the child's attention from negative behaviours to focus on something more positive.

**Doubling the Impact:**

This is when adults work together to share and build on praise that is given to a child. This also involves sharing success with parents and carers.

**Ignore:**

Minor, low level behaviours (behaviours that are not dangerous or hurtful to other children or adults) can often be eliminated if they are systematically ignored.

**Proximal Praise:**

Instead of focussing on a student who is showing unwanted behaviours focus the attention to a child who is making the right choices and praise them. This acts as a prompt and reminder of what is expected rather than drawing attention to negatives. "I think I will ask Sarah to answer as she is putting her hand up."

**Spotlight of attention:**

This is focussing all of your attention on something positive that a child has done and celebrating the success.

## Appendix 2

### Problem Solving Steps



1 What is my problem?



2 What is a solution?



3 What are some other solutions?



4 What happens next? (consequences)



5 What is the best solution?



6 Can I use the plan?



7 How did I do?