**Behaviour Policy**

Keelham Primary School

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**Policy Statement**

Keelham Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and timely interventions that support staff and learners.

Aims

**Aim of the policy**

* To create a culture of exceptionally good behaviour: for learning, for community for life
* To ensure that all learners are treated fairly, shown respect and to promote good relationships
* To limit acknowledgement and attention to those learners showing poor conduct.
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To build a community which values kindness, care, good humour, good temper, good behaviour and empathy for others.
* To promote community cohesion through improved relationships.
* To ensure that excellent behaviour is a minimum expectation for all.

**Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

* Recognise behavioural norms
* Positively reinforces behavioural norms
* Promote self-esteem and self-discipline
* Teach appropriate behaviour through positive interventions

**At** **Keelham we aim to:**

* Provide a safe, comfortable and caring environment where optimum learning takes place
* Provide clear guidance for children, staff and parents of expected levels of behaviour
* Use a consistent and calm approach
* Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
* Ensure all adults use consistent language to promote positive behaviour
* Use restorative approaches instead of punishments
* Praise children publicly and remind children in private.

**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

**Definitions**

**Misbehaviour** is defined as:

* Disruption in lessons, in corridors between lessons, and at break and lunchtimes
* Non-completion of classwork or homework
* 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)

**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:**   * **Racial** * **Faith-based** * **Gendered (sexist)** * **Homophobic/biphobic** * **Transphobic** * **Disability-based** | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| **Sexual** | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| **Direct or indirect verbal** | Name-calling, sarcasm, spreading rumours, teasing |
| **Cyber-bullying** | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

# **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 Body.
* 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)

**Teachers and Staff**:

**All staff must:**

* Take time to welcome children at the start of the day
* Be in their rooms at the start of each session to meet and greet
* Always pick up on children who are failing to meet expectations
* Give first attention to those children who are doing the right thing
* Encourage sensible walking and a sense of pride in our school
* Always redirect children by referring to the school’s aims and rules
* Be in control of their emotions when speaking to children

**The Headteacher and The Senior Leadership Team must:**

* Be a visible presence around the school
* Regularly celebrate staff and children whose efforts go above and beyond expectations
* Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
* Ensure staff training needs are identified and met
* Monitor CPOMS to target and assess interventions
* Support teachers in managing children with more complex or challenging behaviours

**Members of staff who manage behaviour well:**

* Deliberately and persistently catch children doing the right thing and praise them in front of others
* Know their classes well and develop positive relationships with all children
* Relentlessly work to build mutual respect
* Remain calm and keep their emotion for when it is most appreciated by children
* Demonstrate unconditional care and compassion
* Deal with primary behaviour
* Always follow up behaviour incidents
* Communicate with parents/carers regularly about positive and negative behaviour

**Children want teachers to:**

* Give them a ‘fresh start’
* Help them learn and feel confident
* Talk to children and investigate incidents fully
* Remain calm
* Be just and fair
* Have a sense of humour

**The school promotes being Kind, which can be applied to a variety of situations and is taught and modelled explicitly.**

|  |  |  |
| --- | --- | --- |
|  | **Visible Consistencies** | **Over and Above Recognition** |
| 1. 2.  3.  4.  5.  6. | Daily meet and greet  Persistently catching children doing the right thing  Picking up on children who are failing to meet expectations  Accompanying children to the playground/exit door at the end of every day  Praising in public (PIP), Reminding in private (RIP)  Consistent language | 1. Recognition boards 2. Raffle Ticket and Clever sticks rewarded. 3. Stickers 4. Phone call/text home 5. Verbal praise 6. Notes home via social media channels 7. SLT praise 8. Show work to another adults 9. HT award 10. End of year whole school awards in recognition of outstanding behaviour and contribution to Keelham life |

## Celebration Assembly

Each week there will be a celebration of achievement assembly where class certificates for being Kind, Persevering and Succeeding are presented. This is for outstanding achievement (this could be for academic achievement, good citizenship or extra effort) that week. Children are also rewarded at the end of the week through the raffle ticket recognition strategy. One lucky winner each week wins an educational prize.

**Other rewards**

Children will be praised for their effort or behaviour through being given a raffle ticket for recognition of showing the three core values of Keelham Primary School. In Foundation Stage there is the use of Clever Sticks.

|  |  |
| --- | --- |
| **Stepped Consequences** - Gentle Approach, use child’s name, child level, eye contact, deliver message | |
| 1. REMINDER | **A reminder of the three school rules delivered privately wherever possible.**  I noticed you chose to …… (noticed behaviour)  This is a REMINDER that we need to follow the school rule…. (repeat which school rule they have broken)  You now have the chance to make a better choice  Thank you for listening  Example - ‘I notice that you’re running. You are breaking school rule number 3. Remember that in school we walk sensibly. Please show me your sensible walking. Thank you for listening.’ |
| 2. CAUTION | **A clear verbal caution delivered privately, wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.**  I noticed you chose to …… (noticed behaviour)  This is the second time I have spoken to you  If you chose to break the rule again there will be a consequence  Think carefully about your next step  Example – ‘I notice that you are not getting on with your work. You are not ready to learn. This is now the second time I have spoken to you about this. You are choosing to break rule number 2. If this behaviour continues then there will be a consequence. Think carefully about your next step.’ |
| 3. LAST CHANCE | **Speak to the student privately and give them a final opportunity to engage. Offer a positive choice and refer to previous examples of good behaviour. Use the 30 second scripted intervention. If a child reaches this step, then 2 minutes is owed after class. This is not part of some future negation on behaviour. It cannot be removed, reduced or substituted.**  I noticed you chose to …… (noticed behaviour) This is the third time I have spoken to you.  You need to speak to me for two minutes after the lesson.  If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc ………….) (learner's name),  Do you remember when ………………………………………. (model of previous good  behaviour)? That is the behaviour I expect from you. Think carefully. I know that you  can make good choices Thank you for listening / I’m glad we had this conversation Example - ‘I have noticed you are not ready to do your work. You are breaking school rule number 1. You have now chosen to catch up with me at playtime for 2 minutes. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Remember you can make the right choice and show me you are ready to work. Thank you for listening.’ |

|  |  |  |
| --- | --- | --- |
| 4. | TIME OUT | **Time out might be a short time outside the room, on the thinking spot or on the bench outside at playtime. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. Timeout needs to be recorded on CPOMS.**  I noticed you chose to …… (noticed behaviour)  You need to………….(Go to quiet area / Go to sit with other class / Go to another table etc)  Playground: You need to ………….(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)  I will speak to you in two minutes  Example - ‘I have noticed you chose to use rude words. You are breaking the school rule of showing respect. You have now chosen to go and sit in the quiet  area. I will come and speak to you in two minutes. Thank you for listening.’    **If a child is receiving time out it should be no longer than 5 minutes in the class or in another class. If the child goes to another class, their behaviour is not to be discussed by any other adults.**  \*DO NOT describe a child’s behaviour to other adults in front of the child\* |
| 5. | FOLLOW UP – REPAIR &  RESTORE | **This might be a quick chat at breaktime/lunchtime or a more formal meeting such as a restorative conversation. In the playground this might be a private chat in the playground or the child might be brought inside for a more formal meeting. Not every incident needs to be resolved with a restorative conversation but all behaviours need to be followed up with a conversation with that adult. A restorative conversation needs to used when trust is broken or when the behaviour has gone under and below the minimum standards. When tempers are frayed, when manners have disappeared or when things have been said that should not have been said.**  **It is important that the restorative conversation only takes place when everyone is calm. Please remember that recovery time after a period of crisis is, on average, 40 minutes.**   * What happened? (Neutral, dispassionate language.) * What were you feeling at the time? * What have you felt since? * How did this make people feel? * Who has been affected? What should we do to put things right? How can we do things differently? |
|  | | **As we will not address secondary behaviour during the stepped consequences, it may be appropriate to make a note of them and follow up in the restorative conversation.** |
| **\***Remember it’s not the severity of the sanction, it’s the certainty that this follow up will take place that is important. | | |

## 30 Second Scripted Intervention

The 30 second interventions demands careful and often scripted language. It is carefully planned, utterly predictable and safe way to send a clear message to the child: ‘You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).’ It should leave the child thinking about their actions and knowing that someone important believes they are better. At the pivotal point of behaviour management, you can address difficult behaviours while leaving your relationship with the child perfectly intact.

There is no one ‘correct’ script and you may have to adapt it for your context. However, this can be the basis for your intervention.

* I noticed you are … (having trouble getting started/shouting out on the carpet/throwing pencils) It was about …. (not being ready/ or respectful of people/ not keeping other and yourself safe) that you broke
* You have chosen to …. (give me two minutes at the end of the lesson/move to another table/catch up with your work at breaktime)
* Do you remember last week when… (arrived on time every day/got on the recognition board/completed all your work)
* That is who I need to see today…
* Thank you for listening (Then give the child some processing time)

## Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

## Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

## Adult Strategies to Develop Excellent Behaviour

* IDENITIFY the behaviour we expect
* Explicitly TEACH behaviour
* MODEL the behaviour we expect
* PRACTISE behaviour
* NOTICE excellent behaviour
* CREATE conditions for excellent behaviour

## 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.

**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 select appropriate [headteacher / designated safeguarding lead (or deputy) / pastoral 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, desks 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:

* + Desks
  + Lockers
  + Bags

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

## CPOMS

Behaviour incidents are logged as a way of recording ongoing behaviour issues or more extreme behaviour. This may be used as an observational tool that allows staff to record behavioural concerns and monitor trends.

Categories on CPOMS for behaviour logs are:

* Bullying: Category A, Category B, Category C, Category D and Category E (see Anti-Bullying Policy)
* Fixed Term Exclusion
* Internal Exclusion
* Negative Behaviour
* Parent Contacted
* Playground Behaviour
* Racist Incident
* Time Out

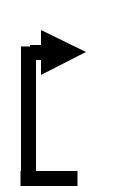
If a child receives a time out, then this needs to be recorded on CPOMs and SLT will be tagged in to the report. If a parent has been contacted with regards to a behaviour issue, then this needs to be logged on CPOMS and again SLT will be tagged. If a member of SLT has been part of the follow up conversation, then this needs to be logged on CPOMS. CPOM logs must be completed in a timely manner and specify the exact date and time the incident took place. Any follow up actions must be recorded on the initial incident log and actioned by the named members of staff and agencies highlighted.

All racist and homophobic incidents will be dealt with by the adult who has witnessed them but they will be reported to the Headteacher directly. These will be reported on CPOMS as racism or homophobic by the adult who witnessed it and investigated it as well as reported to the Governors.

All allegations of bullying will be investigated thoroughly by the teacher involved. The incidents should be dealt with in line with the Anti-Bullying policy. The outcome of this investigation will always be shared with SLT and reported to parents if appropriate. If a proven bullying incident (including cyber bullying, homophobic bullying and bullying related to disability) has occurred then this will be reported on CPOMs as bullying.

The Safeguarding Team will regularly monitor behaviour logged on CPOMS and will report back to the Governors.

## BEHAVIOUR PATHWAY



Reminder

Caution

Last Chance

Time Out

Follow up/Reparative Conversation (It may be appropriate to ask a Support assistant or the PIW to prepare the child for the follow up/reparative conversation)

Should you feel, using your professional judgement, a senior member of staff needs to bepart of the Follow-up /Reparative Conversation then follow the guidelines below:

* Speak to HT/SLT without the child present
* Speak to the child with HT/SLT present
* Parents phoned
* Parents called to school
* Internal exclusion
* Exclusion

## Exclusion

**Internal exclusion can** be used to exclude pupils from the playground at break or lunchtime or if a pupil needs a longer ‘time out’ from the lesson to reflect on their behaviour. It is the decision of the SLT whether a pupil needs to be isolated, when, where and for how long. Pupils need to be sent with their work to complete in an alternate classroom or SMT office space and their parents are to be informed as soon as possible and no later than the end of the school day by a member of the SLT.

**Longer term internal exclusion will** be used in discussion with parents where a child may be at risk of fixed-term exclusion and requires time to reflect on their behaviours. The SLT will ensure where and when this will take place and ensure the provision for the pupil during the day.

In cases of extremely serious misbehaviour exclusion will be considered. A decision to exclude a pupil will be taken only:

* In response to serious breaches of the school's Behaviour Policy
* The child needs time to reflect on their behaviour
* To give the school time to create a plan which will support the child better
* The child being at home will have a positive impact on future behaviour
* If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

All exclusions will be at the discretion of the Headteacher. In the event of the Headteacher making the decision to exclude a pupil for either a fixed term, lunchtime or permanent exclusion, Keelham Primary School will follow the procedure outlined in the document below.

***Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2022.***

**Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

* taking part in any school organised or school related activity
* travelling to or from school
* wearing school uniform
* in some way identifiable as a pupil from our school
* poses a threat to another pupil or member of the public
* could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

**Safeguarding Allegations**

### Occasionally, allegations may be made against children by others in school, which are of a safeguarding nature. These need to be referred immediately to the Designated Safeguarding Lead (The Headteacher or Deputy Head teacher) who will follow procedures from the Child Protection and Safeguarding Policy.

**Pupil support systems**

For pupils who are having persistent behaviour difficulties the school will provide targeted pastoral support or mentoring by adults or peers. Our SENDco will work closely with targeted pupils and their families. My Support Plans/behaviour plans will set small and achievable targets and possible resources and strategies will be identified. All pupils regardless of gender, race, age, ability or disability have the right to feel safe and secure at school. We will encourage equal access to praise, incentives and rewards. Staff will be alert to signs of bullying or racial harassment and will follow school procedures for dealing with such incidents (following Anti-bullying policy).

**Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

* Good behaviour to and from school, on educational visits or during learning opportunities in other schools
* Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
* Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
* Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
* The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

**Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

* The severity of the misbehaviour
* The extent to which the reputation of the school has been affected
* Whether pupils were directly identifiable as being a member of our school
* The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
* Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

**Application**

This behaviour policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

**Monitoring and review**

This policy is monitored by the Headteacher, who reports to governors about the effectiveness of the policy. It will be reviewed annually and appropriate to new legislation or to the needs of the school.

Please read in conjunction with the following Policies-

* Child Protection and Safeguarding Policy
* Anti-bullying Policy