

Bernard Gilpin Primary School

Behaviour and Discipline Policy

Adopted: September 2022

Date of Review: September 2023

Compliance

This policy complies with the school's legal duties under the Equality Act 2010 in respect to Safeguarding and for pupils with Special Educational Needs (SEND) and has been written with reference to the following guidance and documents:

- Behaviour and Discipline in School 'Advice for Headteachers and school staff' DFE January 2016
- Education Act 2002 (Section 175) Outlines a school's duty to safeguard and promote the welfare of their pupils.
- Behaviour in Schools: Advice for Headteachers and School Staff 2022
- Searching, Screening and Confiscation at School 2018
- Searching, Screening and Confiscation: Advice for School 2022
- Keeping Children Safe in Education 'Statutory guidance for schools and colleges' DFE September 2022
- Equality Act 2010
- 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 2012
- Use of Reasonable Force in Schools.
- <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges> - Guidance
- <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> - Guidance
- Section 89 Education Inspection Act 2006.

Our Vision

To create a culture where learning is at the forefront of each day and is valued. We want our pupils to feel challenged each day in an environment where performance is improved, where success is celebrated and where each person has the right to be an individual with mutual respect shown at all times.

Rationale

If effective teaching and learning is to take place then good behaviour is an essential element of the successful classroom. This behaviour policy is an extension of our PSHE policy and builds on the philosophy and virtues of our school. (Wisdom, Positive Attitude, Justice, Hard Work, Fortitude, Integrity, Self-Control, Gratitude, Love and Humility)

Through a positive approach towards behaviour management Bernard Gilpin Primary School aims to create a calm learning environment in which pupils can:

- Learn and teachers can teach
- Operate with increasing independence
- Develop a sense of responsibility for their own behaviour and a greater sense of consideration for others
- Grow in confidence and self-esteem
- Feel safe and supported
- Develop a wide range of knowledge and skills.

This policy aims to set out the expectations of pupil behaviour and to give an explanation of the agreed and consistent approach to behaviour management to be used by all staff and that is applied equally to all pupils. The purpose of this policy is also to provide a clear explanation to parents/ carers of our agreed methods.

The policy applies for misbehaviour which occurs in school and, in some circumstances, outside of school.

Misbehaviour is defined as:

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

Serious Misbehaviour is defined as:

- Repeated breaches of school rules
- Any form of bullying
- Sexual violence and/ or sexual harassment (including Online)
- Vandalism
- Theft
- Fighting

- Smoking/ Vaping
- Racist, Sexist, Homophobic or discriminatory behaviour.
- Possession of prohibited items, which could be considered dangerous or a weapon will be sanctioned according to our sanction system.

Examples of these items could be;

- Chewing gum
- Fake nails, fake eyelashes and fake tan (please see uniform policy)
- Stink bombs
- Firecrackers
- Aerosol cans
- Any type of sprays (including deodorants)
- Lasers
- Knives screwdrivers or tools of any kind
- Guns, fake/toy guns
- Metal combs
- Any objects that could be used as a weapon
- Cigarettes
- Drugs
- Alcohol
- Pornographic images
- E-Cigarette/Vapes
- Lighters
- Matches
- Any sharp objects
- Any item that is likely to cause offense or harm to others

Aims

We aim for children to:

- Develop a clear sense of right and wrong
- Develop respect for others, property and the environment
- Understand that people are responsible for their actions
- Realise the importance of honesty, trust, tolerance and politeness
- Teachers and parents/carers work in partnership to foster good behaviour and to provide good role models for behaviour towards other people, property and the environment. Children are encouraged to develop self-discipline and co-operation.
- All staff, teaching and non-teaching, adhere to the school system of rewards and sanctions. As such, appropriate behaviour is reinforced through this system as necessary. Where a sanction is applied there must be an emphasis on the action and how it might be corrected or avoided next time. Staff must take children through the STAR process (Stop, think, Act, Review) to enable the behaviour to be reviewed and modified.
- Understand the importance of appropriate behaviour within their whole community

Responsibilities

Bernard Gilpin Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

All Staff are expected to create a calm and safe environment for all pupils by:

- Respect each individual.
- Set high standards and expect them to be reached.
- Ensure that lessons are interesting and stimulating.
- Inform parents of their child's attitude to learning.
- Treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- Encourage and reward good effort and positive attitudes to learning and behaviour.
- Create a safe, bright and pleasant environment that is purposeful and well-organised.
- Make known the rules of the school, classrooms and playgrounds.
- Follow Bernard Gilpin's School Behaviour and Discipline Policy and use rules, sanctions and reward systems clearly and consistently as set out in the 'Time to Celebrate' and 'Time to Think' – traffic light system These are displayed throughout school.
- Be a good role model.
- Ensure that children are appropriately supervised when moving around the school to minimise the potential for all aspects of poor behaviour.
- Hold regular assemblies on themes of behaviour, respect, British values, online safety etc.
- Work together as a team to support children's positive behaviour.
- Be vigilant during ICT usage to ensure appropriate, effective and safe pupil use. (Refer also to the Computing Policy)
- Support one another as a cooperative staff team.

- Be punctual when on duty.
- Have self-discipline in emotional reactions to situations that arise.
- Have a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable – it is not passed off as 'banter', 'having a laugh', 'part of growing up' or 'boys being boys'
- Challenge behaviour of grabbing bottoms, breasts and genitalia, pulling down trousers, looking down blouses and lifting up skirts.

Headteacher is expected to:

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.
- The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher will permanently exclude a child. At each stage of exclusion the Headteacher will inform the school governors.

Governors are expected to:

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.
- The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues.

Parents/ Carers are expected to:

- Support and co-operate with the school in disciplining their child and foster a good relationship with the school.
- Be aware of the school rules and expectations and support the school in implementing these.
- Ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school at 8:55 a.m. and collected at 3:15 p.m.
- Encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- Speak to the class teacher about any concerns and to share information with the school which may have an impact on their child's learning or behaviour.
- Understand that once the bell has gone, teachers are unable to speak to parents/ carers because the children are their first responsibility. Please arrange a more convenient time to meet with the class teacher (i.e. after school).
- If you have a concern or issue, please do not speak to the teacher in front of your child or other children. Do not approach other children to tell them off or threaten them in any way.
- Set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To take part in any pastoral work following misbehaviour (e.g. attending reviews of any specific behaviour interventions)
- Ensure that contact details are up to date, for use in an emergency.
- Encourage independence and self-discipline.
- Act as good role-models for their children.

Pupils are expected to:

- To move carefully around the school and in classrooms
- To look after each other
- Not to distract others in class
- To treat property, equipment, the environment, themselves and others with care
- To be polite to everyone
- To respect games and friendships of other pupils
- To be tolerant
- Not to do or say anything that might upset someone else
- Uphold high standards of behaviour at all times, respecting the fact they are representing the school in the wider community e.g. travelling to or from school, wearing school uniform and anything that could adversely affect the reputation of the school
- Treat people with respect in the virtual and real world

Pupils will be made aware that pastoral support is available to them, to help them meet behavioural standards.

The school recognises that changes in a pupils' behaviour may be an indicator that they are in need of help or protection. Where this may be the case, we will follow our Child Protection Policy and consider additional interventions as relevant.

Rewards and sanctions:

Rewards and sanctions must follow the 'Time to Celebrate' and 'Time to Think' – traffic light system. These are displayed throughout school. 'Time to Change' persistent misbehaviour will be referred to Deputy Head Teacher who will liaise with the Head Teacher.

Our emphasis is on rewarding good or desirable behaviour – in the real or virtual world. In this way strategies can be used to modify behaviour that is unacceptable.

Rewards include:

- Verbal and non-verbal praise
- Stars/stickers
- House Points
- Individual class rewards
- Certificates
- Awards based upon the 10 School Virtues and other achievements.

Responding to Mis-behaviour

When a pupils 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.

When dealing with inappropriate behaviour staff, as previously stated, should take children through the STAR process (Stop, Think, Act, Review) to enable the behaviour to be reviewed and modified. Staff must be mindful of:

1. Respect the child's personal space while maintaining a safe position.
2. Do not be provocative.
3. Establish verbal contact, in a calm manner.
4. Be concise; keep the message clear and simple.
5. Identify wants and feelings your own and that of the child.
6. Listen closely to what the child is saying.
7. Agree or agree to disagree.
8. Set clear limits for the behaviours expected.
9. Offer choices and optimism.
10. Debrief the child (STAR)

When behaviour is unacceptable action is taken in accordance with our discipline strategy grid. The discipline strategy grid echoes our Special Educational Needs policy and recognises that different levels of support are needed to deal with different levels of behaviour problems. In most cases the member of staff present deals with the behaviour and accompanying reward/sanction at the time. Behavioural incidents will be logged on the electronic CPOMs system.

In order to reinforce the unacceptability of an action the pupil may be sent to the Deputy or Headteacher. If the unacceptable behaviour continues, or the breach of discipline is more serious, then the child's parents/ carers are informed so that a way forward can be discussed, this will be recorded using the electronic CPOMs system. In some cases the intervention may involve an external agency such as the Behaviour Team or Educational Psychologist.

Pupils conduct outside the school gates

School staff can also discipline pupils for misbehaving outside of the school premises.

School will impose sanctions (as stated above) in response to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school.

Staff may discipline pupils for:

- **Misbehaviour when the pupil is:**
 - Taking part in any school organised or school related activity.
 - Travelling to or from school
 - Wearing school uniform
 - In some other way identifiable as a pupil at the school.
- **Or misbehaviour at any time, whether or not the conditions above apply, that:**
 - Could have repercussions for the orderly running of the school.
 - Pose a threat to another pupil or member of the public.
 - Could adversely affect the reputation of the school.
 - This would include inappropriate use of ICT e.g. social media, texting etc.

Confiscation, Searches, Screening

Confiscation, searching and screening is conducted inline with the DFE's latest guidance.

Confiscation

Any prohibited items listed above found in a pupils' 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 considered harmful or detrimental to school discipline. These items will be returned to pupils after discussion with Senior Leaders and parents/ carers if appropriate.

Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 educational visit/ residential.

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 designated safeguarding lead (or deputy, 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 above, 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 above) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/ Carers

Parents/ carers will always be informed of any search for a prohibited item (listed above). A member of staff will tell the parents/ carers as soon as is reasonably practicable:

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

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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/ carers 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/ carers, 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/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

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

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

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

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

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

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

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

Screening

Screening is not currently undertaken at Bernard Gilpin Primary School.

Unacceptable use of technology

The school takes the issue of unacceptable use of technology by any member of the school community very seriously. We expect parents/ carers, other adults and children to act responsibly when using online technologies. An acceptable use agreement for pupils, staff and governors is part of our On-line Behaviour Policy.

The school can issue behaviour sanctions to pupils for unacceptable use of technology 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.

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 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.

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 policy for more information.

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 designated officer (DO), 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 policy, managing allegations against staff policy: for more information on responding to allegations of abuse against staff or other pupils.

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.

Some of the approaches we employ for removing the triggers of misbehaviour are detailed below. Examples include:

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

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.

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.

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.

[Include contact information for your local authority here]

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

Daily contact with the pastoral lead

Pupil Transition

Inducting Incoming Pupils

Children, on entry to school, will receive an induction to the school's behaviour policy from their class teacher. Those children who arrive from the PRU, on a managed move or with known behaviour issues will be inducted by Mr Peter Iveson – pastoral lead.

All staff will receive a copy of the school's Behaviour Policy and will receive a talk from Mr Peter Iveson – pastoral lead – during their induction period.

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.

Bullying

The school does not tolerate bullying of any kind, this includes physical, verbal and cyber-bullying. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. If you have concerns relating to bullying please notify Mr Iveson as soon as possible.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The DfE has published Exclusions Guidance (2012) and the school will refer to this guidance in any decision to exclude a child from school.

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in an exclusion.

Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents/ carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/ carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/ carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

- The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The governing body has a discipline committee which considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling

Equal Opportunities

Bernard Gilpin Primary School provides equal opportunities regardless of gender, disability, sexual orientation, ethnic background, colour, nation of origin, age, transgender status and religion. We strive to promote equality and diversity through the ethos of the school.

Training

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

- 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, where necessary.

Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed and produced half-termly by Mr Peter Iveson and included in the safeguarding report to governors.

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

- At school level
- By age group
- 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.

Links with other school policies and practices

- Anti-Bullying Policy
- Allegations Against Staff Policy
- Computing Policy
- Positive Handling Policy
- Child Protection Policy
- Equality Policy
- SEND Policy
- Child on Child Abuse Policy

Monitoring and evaluating

Senior staff and Governors will evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns.

To ensure our high standards of behaviour are maintained, a copy of this policy will be publicised annually to:

- Every member of staff
- All parents/ carers
- All pupils
- All members of the Governing body.