



## BEHAVIOUR POLICY

### Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils

**At Giffard Park our aim is to create a safe and happy environment where everyone, regardless of gender or ethnic origin, feels valued. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. However, we have a zero tolerance approach to any kind of violent or abusive behaviour to any child, member of staff, parent or visitor.**

### 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, and at break and lunchtimes
- Refusal to complete classwork
- Poor attitude



**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence 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
  - 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 **over time** 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

TYPE OF BULLYING	DEFINITION
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

## Roles and responsibilities

### 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

### The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

## 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.

## Pupils

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

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



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

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

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

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

## SMART code of behaviour

Giffard Park School Children are **SMART** learners and this underlines our expectations and values:

We expect the highest possible standards of behaviour from all pupils and in order to achieve this we have established a School Charter. The SMART Charter is used across the school with all pupils from Foundation to Year 6 and sets out the attitudes, expectations and values that we believe underpin the ethos of our school.

**SMART** learners are:

- |                     |   |
|---------------------|---|
| <b>S</b> sensitive  | Kind, gentle and helpful to others.<br>Taking others' feelings into consideration, being fair to all and respectful.  |
| <b>M</b> otivated   | Hard workers who have a go.<br>Maximum effort, challenging themselves and supporting others, ambitious and resilient. |
| <b>A</b> spiring    | Committed and ambitious, aiming high.<br>To be the best they can and believe in themselves.                           |
| <b>R</b> esponsible | Careful with property and nature.<br>Proud of our school and caring for the environment.                              |
| <b>T</b> ruthful    | Honest and always tell the truth.<br>Taking responsibility for their actions and are trustworthy.                     |

All children are constantly reminded of our **SMART code of behaviour**:

- The SMART Code of behaviour is discussed in PSHE and Circle Times throughout the year
- Adults talk about SMART work and SMART behaviour – asking why it can be described that way
- The SMART Code of behaviour is displayed in each classroom
- Assemblies and lessons reinforce the school policy.

## **Behaviour Principals**

At Giffard Park Primary School we believe that:

- Good behaviour is reinforced.
- There is a focus on both the rights and responsibilities of the child.
- Boundaries are clear and consistent.
- There is a positive classroom culture.
- Everybody has a right to feel safe.

- High self-esteem is promoted.
- Children are treated as individuals.
- Good behaviour is modelled and taught.
- Teaching staff and children have high expectations.
- Everybody shows mutual respect.
- Teaching staff are approachable.

Giffard Park Primary School has the same expectations on behaviour for children in lessons, at break and lunch times as well as on educational visits and residential. These expectations also extend to children who are representing the school in sports fixtures or other events outside of the school, but where children are representing the school.

## Rewards

There is a focus on intrinsic rewards. Teaching staff give meaningful praise and 'catch the children being good'.

## Earning House Points

All staff can award House Points to children for a variety of reasons. These should be linked to the SMART values, we are referring to them as 'Smart House Points'. For example:

- **Sensitive** – Helpful approaches to different situations, when children contribute to lessons in a positive way by helping out by answering questions or by supporting friends to do better. Demonstrating a caring attitude towards peers
- **Motivated** - Positive attitude towards work, working to the best of their ability, neatly presented work, when children try hard and make a big effort to improve their work or homework.
- **Aspiring** – When children demonstrate they are pushing themselves, aiming high and are committed to their learning, and trying to better themselves
- **Responsible** – When children show care for the environment – helping to tidy up the classroom or outside area. Polite, well-mannered behaviour
- **Truthful** – When children complete homework, complete work in class to the best of their ability, try hard in tests.

Smart House points can also be given for 'team' events rather than individual achievements.

- When children represent the school at events and sporting teams.
- When children take part in after school activities, homework clubs and show good manners.
- When they represent their house or school in competitions and events.
- Show good manners and are polite both in and out of school on trips and events.
- When children make contributions to the school by taking part in special events.

Every week, the class sets of house points are added to the main tubes and a weekly winner is announced during our Celebration Assembly. House points are then counted over the course of a half-term, a winner is announced, and the children in that house are rewarded with a special event or treat. The children from the School Council who are from this house will help to decide this...this is usually a dress down day for that house. At the end of the year, once all house points are tallied, the House Champions will be announced. The winning house will be awarded their ribbons on the House Cup.

This system aims to encourage a real sense of pride and achievement for the children. It fosters community spirit and gives the children an opportunity to contribute to something bigger, which involves children from all year groups. The older children are positive role models and take on a pastoral role for the younger children.



## Giffard Park Merit System

Merits follow the children up the school so that they are not restarting on bronze every year. The children will be given a Merit book when they join the school, and this will follow them through their time at Giffard Park.

On average children will earn 1 Merit badge per year. A merit badge is earned after 25 Merits have been awarded. If a child does not quite get 25 merits one year, they continue working on it the following year, rather than having to start from 0 again.

Merits are only awarded for things that are above and beyond what we would normally expect from our children. Children should not be awarded Merits by more than 1 member of staff for the same achievement or piece of work. If a child brings a piece of work to show you then you should only award Smart House Points to avoid this from happening.

Examples of things that Merits can be awarded for:

- When children do something that is outstanding and is the very best that they can do.
- When children improve their punctuality and / or attendance (over a term).
- When children have put extraordinary effort into a piece of work or homework.
- When children have made outstanding progress in their learning across a term.

Merits will be recorded in their Merit book, these Merit books must stay in school at all times. When children have earned their 25 Merits needed then their badge will be given out in assembly.

## Consequences

Whilst every effort is made to prevent inappropriate or unacceptable behaviour and poor citizenship, however where it does occur, the following procedure will be followed.

The chart below indicates the examples of unacceptable behaviour and what action will be taken. This is not an exhaustive list.

### Low Level Incident – Begin at Level 1

Shouting out/shouting at others  
Disturbing other people who are learning

Playground disruption (ie pushing)  
Purposely not keeping hands and feet under control  
Inappropriate language  
Ignoring a reasonable request

### Serious Incident – Straight to Level 5

Swearing at another child/adult  
Vandalism  
Persistent refusal to follow instructions/reasonable requests  
Possession of an offensive weapon  
Fighting  
  
Verbal abuse  
Violence  
Threatening behaviour  
Malicious Accusations  
Prejudice relating to race, gender, disability, religion or belief.

<b>Level 1</b>	Child issued with a verbal warning and reminded of the SMART Charter expectations of behaviour. (For most children this is all that is ever required. If a warning is given, we always look for the first opportunity to praise the child concerned)
<b>Level 2</b>	Written warning (name on the board) issued and if that behaviour continues it will result in a consequence.
<b>Level 3</b>	After two previous warnings a consequence is given. The incident is recorded on the class behaviour sheet. The child is moved away from the group for a short period of time (5 mins) to reflect on their choices.
<b>Level 4</b>	If the inappropriate behaviour continues this will result in a loss of free time (break/lunch). The child is given time to reflect on their behaviour.
<b>Level 5</b>	If the behaviour continues or there is behaviour displayed that is classified as a Serious Incident, the child will meet the Phase Leader and may be placed on a Target Book to refocus their behaviour. A serious incident form will be completed and given to a member of the Senior Leadership team.
<b>Level 6</b>	If the behaviour continues the Phase Leader will refer the child to the Headteacher/Deputy Headteacher to be placed on a red Report Card.
<b>Level 7</b>	Severe clause behaviour – when any of these behaviours occur the Headteacher or Deputy/Assistant Headteacher may be involved in managing the incident. Such behaviours MAY result in the child being suspended either internally, or externally for a fixed term or permanently. See below for guidance.

## Severe clause behaviour (Level 7)

Certain behaviours require pupils to be automatically removed from the class, playground or the school. This includes:

- Serious physical or verbal abuse
- Persistent and/or defiant and disruptive behaviour including persistent failure to follow instructions from staff.
- Behaviour which constitutes a serious health and safety risk to children and/or adults in the school.
- Serious actual or threatened violence against another pupil or a member of staff.
- Malicious accusations to another adult or pupil
- Serious bullying incidents and non-accidental damage to property/equipment
- Prejudiced based incidents.

In cases where there is a serious breach of the behaviour code the school will immediately contact the parents and conduct a thorough investigation. In some circumstances the school may ask the parents to collect the child immediately: for example: if the continued presence of the child on the premises constituted a risk to the safety, well-being or education of others. This would be a suspension. The school has a firm commitment to helping children, in partnership with parents, to improve behaviour. Any form of





suspension is a serious step and is not undertaken lightly by the school. However, the school must consider the health, safety, well-being and education for the whole school community when dealing with serious breaches of conduct. Where there has been a serious breach of the behaviour code the school will consider exclusion.

### Exclusion Process

Where there is a serious breach in the school's expected standards of behaviour the resulting action is a fixed term internal or external suspension. At all times in such circumstances, the School's Leadership Team and Governing Body will work together.

The school will follow the exclusion procedures as identified in the DFE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (copies of this document are available on request).

The Headteacher decides whether to suspend/exclude a pupil, for a fixed term or permanently, in line with this policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community. The Deputy Headteacher is authorised to act on behalf of the Headteacher in their absence.

Parents/carers will be involved and will be asked to give their guarantee that they will work with the school to prevent the unacceptable behaviour happening again. A support programme will be actioned to support the child.

A reintegration meeting will be held prior to the child's return to school; parents/carers will be expected to attend.

The Headteacher may also, in extreme circumstances, exclude a pupil without prior completion of all the above stages. Dependent on the type of exclusion parents/carers can make representation or have the right of appeal to the Governing Body. Please refer to our Suspension and Permanent exclusion policy for more information.

Behaviour, discipline and exclusions will be reported to the Full Governing Body termly.

The Headteacher may also use internal exclusion, which can be used to defuse situations that occur in school that require a pupil to be removed from class but may not require removal from the school premises. Internal exclusion can be to another class or to a designated area within the school and appropriate supervision will always be provided by the school for the duration of the internal exclusion. An internal exclusion may continue through break and lunchtimes.

### Problems at Lunchtime

Lunchtime supervisors report incidents of poor behaviour to the class teacher. Serious incidents such as continuously ignoring reasonable requests and rudeness to midday staff should be recorded on a serious incident report form. Extreme cases may result in a lunchtime reflection with a member of the SLT.

### Children with Special Educational Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Unless formally disapplied from the National Curriculum, all children have equal access to the curriculum. The National Curriculum gives great emphasis to the importance of inclusion, and the need for teachers to plan to meet the needs of all children. Work is therefore planned to meet the needs of children through outcome, differentiated/varied work or through additional support. Children who have learning difficulties may at times present with behavioural difficulties.

When supporting children with behavioural difficulties, teachers look closely at their work in order to ascertain if there is an underlying difficulty related to learning. Where a child is considered to have significant or persistent behavioural difficulties, discussion at an early stage takes place with the SENCO

and the MK Inclusion and Intervention team. In addition, support will be enlisted from the Learning Mentors and where appropriate our school SENCO. Where a child is at risk of suspension/exclusion it may be appropriate to instigate a CAF and/or a Pastoral Support Programme.

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.

### **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.

The school follows the "Behaviour In Schools" advice for headteachers and school staff issued by the Department for Education.

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## Powers to Discipline

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property and detention. Head teachers can also decide to suspend a pupil for a fixed period or to permanently exclude them.

## Searching, screening and confiscation

The Headteacher and authorised members of staff have the power to search pupils or their possessions, with consent, where they suspect the pupil has a "prohibited item". Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

Items that are banned by Giffard Park School may also be searched for. These items have been identified as chewing gum, lighters, matches and work tools.

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

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

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

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 make sure a written record of the search is kept.



If the authorised member of staff considers a search to be necessary, but 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, to try to 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 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, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/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 whether 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, before the strip search takes place, 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, and ask them whether 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 information about 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

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, entitlements 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 whether, 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.

### Use of 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 (see appendix 3 for a behaviour log)

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

The Headteacher and the Deputy Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

In the event of an allegation of school staff being accused of misconduct, pastoral care will be given in line with the “Managing allegations and concerns regarding staff in education settings” policy.

Pupils who are found to have made malicious accusations against school staff will be referred to the Headteacher who will then take appropriate action in line with the Behaviour Policy.

## 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).

## 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.

## Helping Resolve Problems

At Giffard Park School we follow Restorative Practice Principles and all staff are trained and fully committed to this system. Our SMART code of behaviour clearly outlines what we expect from the children. The vast majority uphold this code, but occasionally things can go wrong. We emphasise the importance of sharing concerns, however small, before they become unbearable problems. Children are told that they must talk to an adult who will help them resolve the situation.

PSHE and Circle Time give children opportunities to talk about issues that concern them. For those who would prefer a more private conversation, teachers will make time to see children at breaks.

The school will decide when a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Whilst never tolerating poor behaviour, we do not wish to alienate those who have not yet learned the benefits of good behaviour and will endeavour to support them in a variety of ways. For example, this support can be given through careful explanations, modelling good behaviour, giving opportunities to listen and respond to problems, positive report systems and pastoral support programmes.

We will always try to remain positive and professional in our dealings with poor behaviour. We will criticise the behaviour not the person.

## Sexual Harassment in Schools

We want everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name-calling and sexist comments.

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

**Sexist comments** are those which discriminate based on sex, particularly against women.

**Sexism** also includes behaviour or attitudes that create stereotypes of social roles based on sex.



All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour
- Monitor their behaviour for any recurrence
- Escalate the sanction to e.g. a letter or phone call to parents if the pupil refuses to apologise in the first instance

Our RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

## Safeguarding

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

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

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

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

## 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 for more information on responding to allegations of abuse against staff or other pupils.

## Monitoring and evaluating school behaviour

The school will collect data on the following:

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

The data will be analysed every term by the Headteacher.

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

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

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

## 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.

## 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Training

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

- Our behaviour policy and the rewards and consequences that children are given and when each of these would be appropriate
- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## 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. At each review, the policy will be approved by the Governing Body.

## Links with other policies

This behaviour policy is linked to the following policies:

- ❖ Exclusions policy
- ❖ Child protection and safeguarding policy
- ❖ Positive Handling/Physical restraint policy

***Review date September 2026.***