
Manor Primary Academy

Behaviour Policy (Including Anti-Bullying)

Document Control

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Version Control

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2	September 2023	Simon Robson	Added to Fierté MAT format e.g. version and document control tables, logos and fonts
3	December 2024	Simon Robson	Inclusion of Marvellous Me rewards. Recording on Arbor. Removal of achievement cards. Added duty of teachers to record in Arbor.
4	June 2025	Simon Robson	Amalgamated content from Anti-Bullying Policy
5	June 2026	Simon Robson	Included 'Zones of Regulation' Removed reference to Marvellous Me

Introduction

At Manor Primary school, we are very proud of the behaviour of our children. We aim to maintain and build upon these already high standards by adopting a clear policy for Positive Behaviour Management which is upheld and modelled by the whole school community. Our Behaviour Policy was devised in conjunction with governors, staff, school council and individual classes.

Rationale

The establishment of a calm and orderly learning environment in school and in the classroom is a key to effective learning and teaching in our school.

Effective learning and teaching is dependent on positive relationships through interactions between staff and pupils, and between pupils themselves. Our policy at Manor Primary School is based on a positive approach towards managing behaviour. A major part of our policy is based on rewards and, when required, the use of agreed sanctions. PSHE lessons, assemblies, Zones of Regulation and emotional coaching methodologies and our school values running as a thread through the curriculum play a major role in our policy.

The aims of our Behaviour Policy

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued;
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To raise children's self-esteem;
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- To help children, staff and parents have a sense of direction and a feeling of common purpose.

SEND Inclusion and Equity

We recognise that this behaviour policy and the practice it supports needs to be responsive to individual needs. The school believes that our response to children who have additional needs relating to Special Educational Needs or Disability (SEND) must take into account the legislation of the Disability Discrimination Act 2001 and the 2005 amendment. School must not discriminate against SEND pupils and consequently may be required to make reasonable adjustments to ensure their educational and social experiences at our school are as positive and inclusive as possible. For children who display inappropriate behaviour for reasons related to SEND, for example autism, Asperger's Syndrome, Tourette's Syndrome, Attention Deficit and Hyperactivity Disorder etc., the school response may need to be differentiated in recognition of the additional difficulties these children may have in managing their actions.

The application of this policy must also take into account the age and developmental stage of a child in terms of their understanding of what they are doing and the potential consequences. A 3 year old child in Nursery who tries to grab a toy from another child would not be treated the same as an 11 year old in Year 6 who knows better.

We firmly believe however that it is our responsibility to support and help pupils to behave in a socially acceptable manner and that effecting positive behavioural change is always possible and that a consistent approach maintaining high expectations is essential. However, the methods of achieving this may vary depending on the individual circumstances of the pupil concerned. Individual Behaviour Plans may be used for children for whom this policy does not work.

The school will ensure all staff are aware of individual needs where behaviour and SEND is likely to be an issue. Individual guidance will be circulated to every teacher about how they may most effectively manage the behaviour of individual children with these difficulties.

MANOR Values

Our Positive Behaviour Policy is based upon our MANOR Values. These are:

Manners – We are polite and respectful

We listen respectfully when others are talking and take an interest in what they are saying, we look after school and personal property. We request rather than demand and show our gratitude when something is done for us.

Aspiration – We do our best

We aim high and have high expectations of ourselves and each other. We expect to improve our achievements through hard work and focus. When we have done our best we try to do even better the next time and keep on improving and challenging ourselves.

Nurture – we are kind and look after each other

We all play our part in creating a caring and welcoming environment where everyone feels safe physically and emotionally. We are kind in our words and in our deeds and allow each other the space to flourish and develop self-confidence. We build each other up rather than knocking anyone down.

Open-mindedness – We are tolerant, celebrate our differences and try new things

We look for opportunities to open our minds to new learning and new experiences. We learn about each other and our similarities and differences and use these to bring us closer together. We try to understand and empathise with what others say and do and are tolerant of different ideas and beliefs we don't always understand. We are excited about trying new things and learning from them e.g. food tasting, a new sport, a new text or a new topic.

Resilience – We never give up

We see things through to the end when we have made a commitment. We build up our stamina through practice and hard work. If something is difficult we try hard to do what we can ourselves; if it is impossible we look for help so we can do it ourselves next time. We solve problems in our work and among our friends. We don't give up on ourselves or our friends but work hard to make things better.

Our MANOR Values form the basis of our Positive Behaviour Policy; are clearly linked to our rewards and sanctions; are displayed throughout the school and are referred to regularly by the whole school community.

Emotional Coaching and Zones of Regulation

When dealing with behaviour issues at Manor, staff (and children) are encouraged to address the emotions and feelings that may be causing the behaviour where possible. Emotional coaching is a process where the emotion is empathised with and named, the behaviour is addressed and a problem solving approach is taken to avoid future behaviours. e.g.

“You must be feeling frustrated because your friend didn't want to play with you. I would probably feel the same. It's okay to feel frustrated and angry but it's not okay to push them. You understand that you will need to have a sanction for that action don't you? What could you do next time if you feel angry or frustrated again? Maybe walk away and take some time to calm down then explain to them how you feel? You can always speak to an adult if there is a problem.”

Staff and children at the school have all had training in emotional coaching and parents have been invited to attend workshops.

We also use 'Zones of Regulation' in each classroom where children are taught to recognize the colour band of emotion they are feeling from low or quiet moods in blue through to green, then yellow and red where they may be angry or elated with a heightened mood. All feelings are normal and acceptable but children are given the tools to control their behaviours and to aim to be in 'green' where they are most in control and ready to learn.

Pupil Voice

It is important that the pupils at Manor believe in the fairness and suitability of this policy. They are given the opportunity to discuss aspects of behaviour such as bullying, friendship issues such as getting on and falling out, peer pressure, rights and responsibilities etc. within their weekly PSHE lessons and assemblies. There are opportunities for discussion when issues arise within a class and the school council is also a forum where pupils have a platform to express their views and be listened to by staff.

Relationships

The foundations that any behaviour management in a school is built on are the relationships between members of that community. The warmth of the relationships between pupils and staff plays a vital part in the desire that pupils have to please and to make adults proud of them. The role modelling of warm, fun and well-mannered relationships between adults sets an example that children want to be part of. At Manor Primary Academy we are proud of our family feel and we work hard to develop the use of role models in our mixed age classes and across school.

Rewards

Our Positive Behaviour Management system is based on rewards for children who make positive choices in their behaviour and display MANOR Values. We strive to 'catch them being good'. These rewards include:

- ✓ **House points**
- ✓ **Good Work assemblies in class**
- ✓ **Headteacher Awards/stickers**
- ✓ **Showing good work to another adult in school e.g. Headteacher or previous teacher**
- ✓ **Achievement Stickers and certificates**
- ✓ **Team points**
- ✓ **Verbal praise, thumbs up, smile etc. from teachers and other adults**

- ✓ Letting parents know about special achievements
- ✓ Praise postcards
- ✓ Golden Time

Classes may also develop their own incentives, e.g., table points in KS2 or 'rainbow sticks' in Early Years or rewards that are age appropriate and motivating to support classroom management, but these must compliment and not replace or supersede the whole school strategies such as House Points.

House Points are awarded for showing the MANOR Values. These are added as coloured counters into containers in the classes. House Captains collect and count these to announce them in the weekly assembly. The winning team of the week gets their house colours on the trophy. Running totals are kept and School Council and House Captains set a whole school target and reward day e.g. non-uniform, for the end of each term.

Our rewards are always linked to our MANOR Values, that is, values are referred to when rewards are given.

Each class has a 'Good to be Green' grid with each child's name on a pocket. The pocket contains a green card at the start of each day. If at the end of the day a child is not on green this is recorded by the teacher in the MIS system (Arbor). On a 'normal' Friday there is a celebration assembly in each class at the end of the afternoon where children receive stickers, cards and certificates to take home for achievements linked to the MANOR Values. All children who stayed on green that week then get a 'Golden Time'.

Sanctions

We believe that the most effective way of achieving our aims is to encourage and praise positive behaviour. Our Behaviour Policy is based on the principle that, during their time with us, our children will be learning how to take responsibility for their behaviour. This involves reaching an understanding that our **actions have consequences** and that **our actions are based on our own choices**. As well as having their positive behaviour acknowledged, our children need to be very aware of what constitutes unacceptable behaviour and to know that this also has consequences. Therefore, a graded system of sanctions forms part of our policy. Our sanctions are put into place when there is a clear breach of our MANOR Values.

If staff have not directly witnessed the unacceptable behaviour they will need to investigate the incident. This will involve talking to the participants and giving them the chance to explain what happened. It may also involve talking to witnesses and examining any evidence. Staff will make a best judgement based on the balance of probability as to what was the most likely thing to have happened and give any sanction accordingly. If they judge that there is too much doubt due to

conflicting statements and evidence then they may need to reduce the level of a sanction to a warning that such behaviour does not occur in the future.

Sanctions Procedure

Children should be familiar with our procedures and know what will happen next if they refuse the sanction or continue with the behaviour. When sanctions are applied, children should be helped to understand why what they have done is not acceptable. Staff should express displeasure with the action and never the child.

Professional judgement is required regarding which step best reflects the most suitable sanction for the behaviour displayed. The adult on the scene at the time is usually best placed to make that judgement but they may want to discuss their decision with a colleague to agree or moderate their judgement. Occasionally the headteacher may be called on to investigate this further and will have the final say on the application of this policy. Depending on the nature of the offence, this may ultimately, as a last resort, include immediate permanent exclusion. However, as a general rule for minor misdemeanours, the following sequence should be adhered to.

Stage	Examples of type of behaviours	Who involved	Sanction/Action
1 Warning	Low level disruption such as: • talking during lessons • distracting others • boisterous or rough play • being unkind or impolite • lack of effort during lessons	Staff who see the behaviour or to whom the behaviour is reported.	Polite but firm request to stop, explanation of why and how the behaviour needs to change. May be a 'look' or hand signal. Action such as repositioning or separating children. Some adult attention to refocus child. Consider reasons behind behaviour, e.g. work too hard/easy, and make adaptations. Use emotional coaching approach. Give clear warnings up to a maximum of three. Give clear final warning e.g. "This is your final warning, next time it will be a yellow card. Do you understand?"
2 Yellow	• Continuation (generally within the same day) of behaviour following a final warning in Stage 1. • Defiance e.g. refusing a reasonable request by an adult	Staff, ensuring the class teacher is aware. Teacher may choose to inform parents if	Yellow Card – Child places a yellow card over their green card for the rest of the day. KS1 children to miss 5 minutes of either playtime or Golden time, whichever is sooner. KS2 children to miss 5 minutes of Golden Time with Headteacher

	• Lower level verbal or physical aggression e.g. shouting at someone angrily or pushing and shoving. • Causing minor damage to equipment or other's property deliberately. • Deliberate breaking of school rules e.g. leaving the classroom without permission, concealing a mobile phone, throwing objects towards others	necessary e.g. behaviour is out of character or becoming a concern. Record on Arbor.	or another senior member of staff. A short period of time out in order to reflect/calm down may be needed at the time of the incident. If this stage is reached at play or lunchtime or during PE or another out of class activity the child will be given 5 minutes time out then will change their card to yellow on return to class. This will be communicated to the class teacher by the member of staff giving the sanction. Teachers may use their professional judgement to give other appropriate sanctions e.g., a short term ban from Forest School or playing football if that was part of the problem or restorative actions such as being asked to clean up or repair damage caused. If behaviour improves, yellow card is removed at end of the day and child returned to Green.
3 Red	• Continuation (generally within the same day) of behaviour following a yellow card in Stage 2. • Continuation of behaviour that has resulted in a series of yellow cards over the previous few days, especially if this might start to constitute bullying. • Serious acts of physical or verbal aggression e.g. punching/kicking/swearing/throwing objects at someone to hurt them • Discriminatory language or actions	Staff involved ensure class teacher and Headteacher are aware. Teacher to contact parents to inform them. This will be recorded on Arbor.	Red Card – Child places red card over their green card for the rest of the day. Immediate Time Out for 'a session'. This will be for at least an hour and may be up to half of a day dependent on factors such as age, severity of behaviour, remorse shown and emotional readiness to return to class. Wherever possible work will be sent with the child to be done during time out. Time out will usually be in a neighboring class but may be with the headteacher if for example there is risk of undue disruption to the class. 15 minutes of the next Golden time will be missed by KS2 children. KS1 children will

	Persistent defiance of reasonable requests from adults.		miss up to 10 minutes of the next playtime or Golden Time. Sanctions such as missing a school visit may be appropriate if behaviour cannot be trusted causing safeguarding concerns. Card returned to Green at start of a new day.
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Lunchtimes

It is important that lines of communication always remain strong between teaching staff and Lunchtime Supervisors (LS) and those LS are always made aware of concerns about a particular child, both in terms of their behaviour and in terms of events which may affect their conduct at lunchtime.

During lunchtime, LS record lunchtime behaviour incidents in accordance with this policy. A child whose behaviour is inappropriate may be given a 5 minute 'time-out' to calm down and reflect. At the end of the lunchtime break, LS report on behaviour to teaching staff so class 'Good to be Green' charts can be updated.

Any child who displays 'red' behaviours during lunchtime should be referred directly to the Headteacher or a senior member of staff.

Persistent disruptive behaviour at lunchtime that does not improve may result in a formal lunchtime suspension. Parents will be asked to take their child home for the lunchtime period only. This is counted as a fixed-term exclusion (equivalent to one half school day).

It is vitally important that LS focus on positive as well as negative behaviour and use praise as the basis of all interactions with children.

Monitoring

- Teachers make a record of yellow cards given in the Arbor system and these are reviewed half termly.
- Red cards are entered into Arbor and are monitored by teacher and Headteacher half termly

Any patterns or concerning frequency is addressed with class teacher and SENCO whilst keeping the headteacher informed. Class teachers may keep logs of any incidents such as falling out of friends that cause upset and can occasionally lead to bullying. Ways to reduce negative behaviour, but more importantly, improve positive behaviour, are considered. Parents will be consulted and kept informed.

Individual Behaviour Plan

The vast majority of children will go through Manor Primary Academy without ever leaving 'Green' and those that sometimes cross the line into the above sanctions will respond appropriately and correct their behaviour. For children who do not respond there may need to be special adaptations made. This might include a 'Report Card'. This would be adapted to the age and interests of the child but would have space for stickers and comments for each session of the day including breaks and lunchtime. This might be taken to another adult such as the headteacher at intervals to receive praise for positive behaviour or a review and reset after any negative behaviour. Achievable targets will be set and rewards agreed with child, teacher and parent. If behaviour improves the targets can be increased then the report card removed.

If behaviour continues to be challenging and doesn't improve, SENCO may consider referral to external support agencies.

Internal Exclusion

If behaviour is extreme an internal exclusion may be considered to avoid the last resort of a formal suspension or permanent exclusion. This may mean a period of time (up to 5 days) where the child attends school but is separated from their own class. This may be a combination of time in another class or in the headteacher's office with work set by the class teacher. At the conclusion of this time a formal meeting will be held with parents to discuss next steps such as targets and reintegration into class.

Physical Interventions

On rare occasions, there is no alternative to restraining pupils physically, in their own and others' interests and safety. Such interventions should be made only when they are likely to succeed and only in accordance with the school's Physical Restraint Policy.

Bullying and Discriminatory Incidents

Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Bullying can take many forms - it is not just physical abuse but verbal and mental. As we explain to children in school, it is when someone else makes you continually unhappy - even if it starts out

as fun. We do talk to children both in assemblies and in class during PSHE/Circle Time sessions about bullying and how to deal with it.

Our message is, that they must not suffer in silence - they are encouraged to tell someone, preferably an adult, and parents should keep a listening ear and consult with school if they are worried.

We know that some parents encourage their children to “fight back”, when there are problems with other children. Unfortunately, this often causes even more upset and can mean that fairly minor matters (which are easy to resolve) become major problems. It will also lead to confusion for the children involved - school and home need to be giving the same message.

At Manor, we actively discourage children from “fighting back” (though they may need to be assertive or defend themselves in extreme situations), because we do not believe that this is the correct way to sort things out. We believe that if a child has a problem caused by someone else that is not easily or amicably resolved, then the correct way of dealing with it is for that child to tell a grown-up - either their own class teacher, or the Headteacher, or another grown-up in school, or their parents at home. This is how the problem gets sorted out - not by retaliation or confrontation.

Definitions of Bullying

At Manor we define bullying as follows:

Bullying is when an individual or group **deliberately** hurts another or makes them feel unhappy. Bullying behaviour will be **repeated over a period of time** and is difficult for the victim to defend against.

There will often be an **imbalance in power** between protagonists. E.g. the bully is older, physically stronger, is part of a group, is socially ‘popular’ etc. Bullying may be racist, sexist, or homophobic. People can be bullied for any reason; because of the way they look, because of their religion, their age, because of a learning or physical disability for example.

The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups).

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

When is it not Bullying?

Children sometimes fall out and say things because they are upset. When occasional problems of this kind arise, although unkind, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns or a childish prank. We all have to learn how to deal with these situations and develop skills to repair relationships.

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground, on social media etc. Bullying may also happen on the way to and from school. In such cases, the Headteacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy. At Manor, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises.

The following steps may be taken:

Talk to the local Community Police Officer about problems on the streets

Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises

Discuss coping strategies with parents

Talk to the children about how to handle or avoid bullying outside the school premises

Signs and Symptoms of Bullying

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to underperform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money eg. (to pay the bully)
- has snack or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason

- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Actions to Tackle, prevent and reduce bullying

Prevention is better than cure so at Manor we will be vigilant for signs of bullying and always take reports of incidents seriously. Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These can include:

- PSHE, RE, assemblies and Circle Time whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. Every year, as part of our assembly work in school, we will focus on bullying. This enables us, as a whole school, to reinforce our behaviour code and remind pupils what to do if bullied and reminds them of strategies to combat bullying-type behaviour
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Pupils are also reminded of our behaviour code and what to do if bullied.
- Pupils are told that they must report any incidence of bullying to an adult within school.
- When another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- All reported incidents of bullying will be investigated and taken seriously by staff members.
- Teachers will note incidents in the school MIS.
- If a member of staff on duty deals with an incident, then this will be reported to the class teacher of that child at the end of break.
- The Class Teacher of the victim will be responsible for reporting the incident and the action taken, to the Headteacher.
- In order to ensure effective monitoring of such occurrences, and to facilitate coordinated action, all proven incidences of bullying should be reported to the Headteacher.
- Any incidents involving racist abuse should be reported to the Headteacher even if the surrounding events seem trivial.

- Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. Initially, a problem-solving approach may help.
- The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style.
- Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Each class agreeing on their own set of class rules at re start of each year and revised as the year progresses.
- Making national anti-bullying week a high profile event each year
- Setting up of a circle of friends support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Prominently displaying Anti-Bullying Code and anti-bullying posters – commercial and produced by the children around the school
- Other follow up strategies may be employed as part of the schools general developmental programme. For example, an assembly or role-play and other drama techniques can be used as well as Circle Time. If held regularly, these are an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.
- Children who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to discuss with the teacher in confidence at an appropriate time. Victims need to feel secure in the knowledge that assertive behaviour, and even walking away can be effective ways of dealing with bullying.
- Reviewing this policy with all staff.

Action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground to ensure that the child feels more secure.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns on Arbor
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded in Arbor
- Key friends identified by the child will be asked for extra support.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child will be made aware of the importance of immediate reporting of any further incidents.

- Parents will be invited into school so that action taken can be shared.
- The SENCo and the class teacher will work together to assess whether the child needs support in the development of social skills – assertiveness, language skills.

Action to be taken to support the bully:

Type and method of support will depend on individual needs, age and maturity of the child.

It may be suggested that the children involved meet with the support of their class teachers.

It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.

The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents.

The child will be reminded that they are responsible for their behaviour and there are consequences for poor behaviour.

Sanctions for behaviour may include the removal of breaks, lunchtimes – parents will be informed which sanctions will be used. Behaviour policy will be followed.

Following the implementation of a behaviour plan, if the behaviour persists, then outside agency support may be requested to address the needs of the child, with the permission of parents.

Misbehaviour Off-Site

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).

Searching a Pupil

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for. These include, but are not limited to:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco items
- vapes
- fireworks
- indecent images - print or electronic
- 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)

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following the full extent of this policy.

The decision to suspend or exclude will be made by the headteacher and will always be as a last resort.

(See exclusion policy)

Roles and Responsibilities

The Role of the Head Teacher

- It is the responsibility of the Head Teacher, 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 Head Teacher to ensure the health, safety and welfare of all children in the school.

- The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher keeps records of all reported serious incidents of misbehaviour.
- The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher will then inform the Governing Body.

The Role of the Class Teacher

- It is the responsibility of the Class Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The Class Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The Class Teacher treats each child fairly and enforces the classroom code consistently.
- The teacher treats all children in their class with respect and understanding.
- The Class Teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Class Teacher may, for example, discuss the needs of a child with the SENDCO, Education Social Worker or LA Behaviour Support Service.
- The Class Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.
- The Class Teacher will record behaviour as appropriate in the school's Arbor system.

The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school to achieve the best possible education for their child. We try to build a supportive dialogue between the home and the school, and we inform parents as soon as possible if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.
- If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concern remains, they should make an appointment to speak with the Head Teacher and at this point the problem is usually resolved. However, if these discussions cannot resolve the problem, they should contact the school governors and a formal complaint process can be implemented.

The Role of Governors

- 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 Head Teacher in carrying out these guidelines.
- The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head Teacher about particular disciplinary issues.

Legislation and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Keeping children safe in education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [What academies, free schools and colleges must or should publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Sources of further information, support and help:

The following list is just a small selection of the support available that teachers, parents and children have found useful.

Additional resources: DfEE: "Bullying: Don't Suffer in Silence."

Staffordshire LEA website devoted to anti-bullying <https://www.staffordshire.gov.uk/education/Learning-options-and-careers/Getting-the-best-out-of-school/Bullying.aspx>

Act Against Bullying 0845 230 2560 www.actagainstbullying.com

Advisory Centre for Education (ACE) 0207 704 3370 www.ace-ed.org.uk Anti-bully www.antibully.org.uk

Child line: [Childline | Childline](http://www.childline.org.uk) 0800 1111

Beatbullying 0845 338 5060 www.beatbullying.org.uk Bully Free Zone 01204 454 958 www.bullyfreezone.co.uk Bullying Online 020 7378 1446 www.bullying.co.uk

Kidscape 020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only) www.kidscape.org.uk

NSPCC 0207 825 2500 www.nspcc.org.uk

Parentline Plus 0808 800 2222 www.parentlineplus.org.uk

The Children's Legal Centre 0800 783 2187 www.childrenslegalcentre.com

