



**IRONSTONE ACADEMY TRUST**

# STATEMENT OF BEHAVIOUR PRINCIPLES AND BEHAVIOUR POLICY

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The overriding aim of Ironstone Academy Trust is that:

**‘Every child and young person should leave our care able to live healthily, enjoying safe, happy and fulfilling lives, and with a desire to continue learning, expand their horizons and realise their ambitions and aspirations.’**

To achieve this, we think that we work to secure provision to all that ensures:

**“Every child’s potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience offered by our school.”**

The achievement of this aim is dependent upon the highest standards of expectation of good behaviour from everyone in each of our schools, including all members of staff, pupils, and their parents.

Our expectations and this Policy apply equally to all Trust based activity, residentials, visits and extended School events.

## **Purpose. To create and maintain good behaviour we aim to:**

- \* Create a positive atmosphere in each school based on a sense of belonging to a community which has shared beliefs.
- \* Adopt a positive approach towards behaviour that is underpinned by pupils' self-discipline and based on praise and reward.
- \* Develop close co-operation of our parents in upholding our expectations of behaviour of their children.
- \* Provide a learning environment in which self-discipline and honesty are acceptable norms.
- \* Maintain consistency in that we, as a staff, understand the necessity for mutual support and uniformity of approach. All staff should be aware of the measures outlined in the school's behaviour policy and how they should implement these measures - this is one of the key systems in place in schools which support safeguarding. It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.
- \* Be fair in managing behaviour without prejudice and by ensuring that discipline is perceived to be fair by the children and their parents.
- \* Adopt and maintain effective classroom management strategies through staff discussion, teamwork, and by providing relevant INSET as required.
- \* Divert the children from undesirable behaviours by providing them with challenge and excitement through a quality curriculum, which requires sustained application.
- \* Provide the children with good models of adult behaviour by co-operating with, and supporting, each other and by fostering an atmosphere of courtesy and consideration.
- \* Foster good relationships with children by ensuring that our care of children is based on kindness, respect, and an understanding of their individual needs.
- \* Involve children in determining their own behaviour through education, developing mutually agreed class rules and by making explicit our school's code of conduct.
- \* Put measures are in place, including both general and targeted interventions:
  - \* used to improve pupil behaviour and support is provided to all pupils to help them
  - \* meet behaviour standards, making reasonable adjustments for pupils with a
  - \* disability as required

## Equality

**Ironstone Academy Trust is committed to taking positive action that will open up the curriculum and its associated activities, services, and opportunities to everyone, ensure that difference and diversity is embraced, and that people are always treated fairly and with respect.**

*Promoting equality means treating people fairly, valuing differences and removing the barriers that prevent people from fully participating in school life and realising their full potential. Over recent years, we have worked extremely hard to reduce inequality. Yet we know that people still experience disadvantage and unfair treatment simply because of who they are or the background they come from.*

Therefore, Ironstone Academy Trust is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community. We will ensure that no individuals or groups are treated less favourably in any procedures, practices, or aspects of service delivery. We will not tolerate harassment of individuals or groups of people.

## Leadership and Management

### The role of school leaders

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

School leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Leaders should ensure that new staff are made aware of any individual pupil needs, so as to make sure pupil behaviour is supported by all staff.

The Head teacher is to keep a record of serious behavioural problems and should invite the parents of the children involved to discuss problems. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Head teachers should risk assess the need for training around positive handling and ensure that training is provided when required.

Leaders must ensure expectations for good behaviour are to be stated on each school website (in their bespoke Behaviour Policy Appendix), by displays around each school and through referral to it by the staff in behavioural education aspects of the curriculum and leaders should consider any appropriate

training which is required for staff to meet their duties and functions within the behaviour policy. Staff should also receive clear guidance about school expectations of their own conduct at school.

*Each school has freedom to determine its own mutually agreed set of rights and responsibilities at the beginning of each academic year. This may, for example, be summarised into 'Golden Rules' as a response to identified needs. This provides the children with ownership of their class code and a responsibility to maintain it.*

## The role of teachers and staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.

The maintenance of good behaviour within the classroom is the responsibility of the class teacher and support staff working within the classroom. Staff members are expected to deal with all minor behavioural incidents according to our stated aims.

Staff should seek the support of their team, when necessary, as an effective strategy for dealing with behavioural problems and as a means of giving special praise where it is due. Senior staff and the Head teacher should be informed of any serious breaches of our behaviour standard. This will be recorded using the CPOMS system to record all behavioural and safeguarding issues and provides a chronology. This system also enables the Headteacher and SLT (Senior Leadership Team) to analyse different types of behavioural issues and produce statistics and graphs which the Headteacher presents to governors in termly meetings.

Supervisory Assistants for the lunchtime period are made aware of the procedures to follow for any misbehaviour and are provided with advice on strategies to adopt to encourage positive behaviours and discourage negative behaviours. The Head teacher will provide them with a termly update as required, in response to emerging issues.

Each school must have a Handbook for all helpers and visitors in school in which our school organisation and expectations are outlined.

The trust believes that the effective management and organisation of the school day provides the children with a secure routine to adhere to which in turn minimises the opportunities for misbehaviours.

## The role of pupils

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy. Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.

Trust Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.

Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support and induction should be provided for pupils who are mid-phase arrivals.

## The role of parents

The Trust understands the role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy. Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

## School systems and social norms

### Classroom responsibilities

As a means of instilling a sense of responsibility, all teachers may provide children with classroom responsibilities, such as being table monitors. In upper Key Stage 2, for example, children may be given “special” responsibilities and duties which may have a pastoral element, such as being cloakroom helpers for KS1 (Key Stage 1) children and acting as Team Captains.

Schools may offer our children a wide range of extra-curricular activities to provide further opportunities for challenge, raising self-esteem, responsibility, and the encouragement of positive behavioural traits.

### Celebration; responding to good behaviour

Acknowledging good behaviour encourages repetition and communicates the school community’s expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school’s behaviour culture. Examples of rewards may include:

- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project; and
- whole-class or year group rewards, such as a popular activity

Schools may have “Celebration” assemblies or other events to which parents and carers are invited, as a means of recognising individual achievements, team achievements and as an opportunity to reinforce positive behaviour.

### Attitudes towards Adults

We expect a high standard of behaviour from our pupils in terms of the respect they show to all adults in school. This includes all common courtesies such as opening doors for others, not interrupting and exercising good manners.

**We do not accept discourteous behaviour**, such as answering back, challenging an adult’s decision, raising a voice to an adult. These expectations are constantly reinforced at classroom level and in assemblies.

### Unacceptable Language

We set a good example as teachers by choosing very carefully the terms we use to address children and strive to avoid any form of colloquial slang in our classroom speech. The use of unacceptable language by children is not tolerated. We ask pupils to be vigilant in reporting its usage to staff.

As with all aspects of behavioural management in school we are aware that there may be a conflict of dual standards when those of the home do not meet our expectations in school. It is essential, therefore, that we communicate our aims to our parents.

## Good Manners

The values and standards of the home are brought into school, and these are by no means universally equal. If our expectations are different from those of our parents, then our task is harder, and indeed so is the learning process for the children.

We expect the children to say “please,” “thank you,” “excuse me” and we will reinforce their usage at every opportunity.

## Noise

The level of acceptable noise in a classroom is dependent upon the type of activity the children are engaged in at the time. There will be times when the children are expected to be silent, whereas on other occasions a “working hum” would be appropriate.

Children are always expected to move around school in a quiet, orderly fashion and are required to be silent in assembly unless they are asked to contribute. As teachers, we are alert to the level of noise in our classrooms which will be relevant to the task in hand.

## Respect for the Property of Others

We do not tolerate stealing or any infringement of others’ property. When such incidents occur, they are dealt with swiftly, positively, and sensitively in terms of the accused, as it is our policy to investigate every situation thoroughly, and not respond to emotive accusation.

## Lunchtime Behaviour

Our Supervisory Assistants work in co-operation with the teaching staff and Headteacher in upholding our expectations of good behaviour throughout the lunchtime period and an informative dialogue is maintained. The Supervisory Assistants should have a Handbook of Information, which details our expectations of behaviour and provides practical guidance on strategies to be employed to minimise undesirable or disruptive behaviours. LSAs should receive training on a regular basis and have a termly meeting with a member of the teaching staff who is responsible for the LSAs.

Supervisors should be organised so that there is always adequate supervision. Supervisors will place themselves in strategic positions so that the whole of the playing area is fully observed and supervised. Supervisors are not to stand close together.

Supervisors will ensure that children walk quietly and calmly to the dining hall and will line-up in an orderly fashion while waiting to be served their meal.

Supervisors will remind children of table manners to be observed in the dining room, such as using a knife and fork for all meals, not leaving the table until eating has finished, speaking in appropriate voices, walking in the dining room, eating food in an acceptable manner, drinking from a beaker, or



using a straw and leaving a cleared space at the end of their meal. Children must not move from one table to another while having their lunch.

In the playground and walking into the dining room, all children are expected to conduct themselves appropriately and with respect for themselves and others. Children not meeting acceptable standards will be reminded of their responsibility. A reminder with the warning of a sanction will then be given if a child persists in the misbehaviour. If he or she continues in an unacceptable mode, then the sanction will be imposed. Normally a sanction will only be imposed following a warning. Supervisors will be firm and fair and will avoid raising their voices to a child. Sanctions will be appropriate to the misdemeanour and to the age of the child. This may consist of holding a supervisor's hand for a limited period or withdrawal from the group. Children will never be left unsupervised. More serious misbehaviours, which cannot be dealt with by a supervisor, will be reported to the SLT who will assist.

Teaching Staff will be informed, at the end of a lunch break of any child who has had a troubled lunch break but where the Supervisor has not needed the intervention of SLT.

Supervisors are entitled to the same respect as any other Staff member and must, therefore, be addressed by the children in a formal manner. Disrespect towards adults is unacceptable and must be reported to. Active involvement with the children, organising games and activities on the playground or in the classroom on wet days, talking with the children and playing with them, anticipating misbehaviours, and preventing them will all lead to happier lunch breaks for everyone.

For persistent misbehaviour during the lunchtime period, following failure to comply with our standards of behaviour and after a formal warning, exclusion from school during the lunchtime period will be considered by the Head teacher.

## Behaviour incidents online

The way in which pupils relate to one another online can have a significant impact on the culture at each Trust school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, they should follow the guidance below on suspected criminal behaviour.

## Levels of Acceptability, suspected criminal behaviour

This policy makes clear what we regard as unacceptable in terms of pupil behaviour.

The Head teacher may contact the Police, Social Care or other statutory agency as required in dealing with any behaviour in school that is of a professional concern. In cases when a member of staff or headteacher suspects criminal behaviour, the school should make an initial assessment of

whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations should be fully documented, and schools should make every effort to preserve any relevant evidence. When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care.

## Child-on-child sexual violence and sexual harassment

Following any report of child-on-child sexual violence or sexual harassment offline or online, schools should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response.

Each incident should be considered on a case-by-case basis

## Sexually abusive language

Schools should never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. They should advocate strenuously for high standards of conduct between pupils and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

## Bullying

"There is no such thing as acceptable bullying. Children have a right to expect that they will not be bullied at school and schools should seek to provide a safe, caring, protective environment for children" ('Bullying in Schools – A Positive Approach').

Data suggests that bullying is not generally an issue in our school, but we are aware of it and its many forms and consequences, and our attention regularly focuses on the need to show respect and consideration to others, particularly through assemblies.

It is our intention to prevent bullying by vigilance and awareness.

We are watchful, and observe the social relationships between our pupils, so that we know what is happening in our school.

Bullying incidents are always investigated and acted upon in a sensitive, thorough way. Incidences of bullying that are regarded as serious will warrant the involvement of parents.

Schools should have an Antbullying Policy to support its management of these issues when they occur.

## Responding to misbehaviour; Sanctions

When a member of school staff becomes aware of misbehaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy.

The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across a school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring, and schools may use pre-agreed scripts and phrases to help and restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour

**There is no corporal punishment at any Trust school.**

Where pupils display serious aggressive and/or threatening behaviour, or illegal activity is discovered, the school will not hesitate to take appropriate action.

Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour. The child may be asked to write a letter of apology as a means of restitution for their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- detention (see ‘Detentions’);
- school-based community service, such as tidying a classroom;
- regular reporting including early morning reporting; scheduled uniform checks; or being placed “on report” for behaviour monitoring;
- suspension; and

Exclusion.

An example of how this is implemented in practice, is given below:

- In the first instance, the teacher will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the teacher will give a second warning.
- The child may be asked to write a letter of apology as a means of restitution for their behaviour.
- If the pupil continues to behave badly, the teacher will give a final warning, advising that if they continue, they will remove the pupil from the classroom.

- If the pupil continues the behaviour following the final warning, the teacher will complete a CPOMS log and may issue another sanction.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom, misses playtime, or receives another sanction, the headteacher will contact the pupil's parent/carer to advise them of this, and may invite them to discuss their child's behaviour.

If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their playtime/lunchtime indoors, after receiving a final warning. Any pupils that are sent indoors will be always supervised by an adult. Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable and may make use of the above sanctions in this case.

We may ask children to repeat work if the work produced is unacceptable following disruptive classroom behaviour. However, we should never use writing or maths, for example, as a punishment, as we do not wish to instil negative attitudes towards any subject.

Children could be excluded from school clubs for more serious transgressions for a period agreed by the class teacher and club leader.

We recognise that at primary level, pupils may not understand why their behaviour is inappropriate, and therefore, it may be unintentional. Taking disciplinary action and providing appropriate support are not mutually exclusive actions. They can and should occur at the same time if necessary. The school should be clear about its approach and in which category any action falls, ensuring that the action complies with the law relating to each category.

Schools should consider whether the misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm.

Teachers will use their judgement when issuing sanctions, considering whether they believe the pupil's behaviour was intentional (or based on a choice), especially if it is the first time the pupil has displayed this behaviour.

At all times, teachers will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.

The school may use a number of different sanctions, which will be used depending on the behaviour displayed by the pupil, including the following:

- Providing a verbal warning
- Missing minutes from golden time
- Losing playtime/lunchtime
- Using time-outs
- Removing the pupil to another classroom
- Reporting the behaviour to the headteacher
- Phoning or sending a letter home to parents/carers
- Speaking to parents/carers at the end of the school day
- Placing the pupil on written report for monitoring of behaviour

- Contacting external agencies such as social services
- Excluding the pupil for a fixed period or permanently

Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher verbally and record via CPOMS

The headteacher will ensure a record is kept of all reported incidents.

The school does not take serious unacceptable behaviour lightly. We will not hesitate to act in the best interest of the pupils within the school.

Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation (staff will use discretion regarding this and a pupil's welfare, age) in another classroom whilst an investigation by the headteacher takes place.

If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.

### Unacceptable Sanctions

There is no corporal punishment at any Trust school.

In dealing with misbehaviour, staff will never resort to any form of physical reprimand or negative verbal rebukes including the use of sarcasm, "belittling a child," or actions which would lead to undue emotional upset.

## Exclusions

The Head Teacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. This will include deliberately breaking social distancing rules or any behaviour that puts others at risk.

The school will act in line with current guidance:

<https://www.gov.uk/government/publications/school-exclusion>

Good behaviour in schools is essential to ensure that all pupils benefit from the opportunities provided by education. The Trust recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of our school communities.

For the vast majority of our pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort, by Trust schools. This is to ensure that other pupils and teaching staff can work in safety and are respected

For repeated or various serious acts of antisocial or harmful behaviour, the Head Teacher may permanently exclude a child.

The Head Teacher may exclude a child for bringing banned items (as designated in the policy) onto the school site.

The Head Teacher may also exclude a pupil for serious acts of misbehaviour outside school.

In the event of an exclusion, we will follow the DFE (Department of Education) Guidance as shown on the following link <https://www.gov.uk/government/publications/school-exclusion>.

*Staff only intervene to restrain children or to prevent injury to a child or if a child is in danger of hurting any other pupils or adults in school.*

The actions are taken in line with Government Guidelines as shown on the following link:

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

The use of restraint in school is detailed further in our Physical Intervention Policy available on our website.

If a Trust employee must use reasonable sanctions to discipline a child, parents should support the actions of school. If parents have any concern about the way that their child has been treated, they should initially contact the Class Teacher. If the concerns remain, they should contact the Head Teacher and/or our Chair of Governors. Alternatively, the complaints policy is available on the website for a parent/carer to action.

It is hoped by the Trust that the overwhelming majority of parents will follow government or other local guidance on attending schools, in times of a future pandemic or national, regional, or local

crisis. In such circumstances, it is reasonable for a Head to insist pupil do not attend school at this point. The Trust view is therefore that this is not an unlawful exclusion.

## Specific items banned from Trust premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs/ 'vapes')
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e., pornographic, homophobic, racist, etc.)
- Aerosols including deodorant and hair spray
- Mobile phones, Smart watches, unless handed to staff and stored away from pupils
- Any other items, including toys, which are deemed hazardous.



## Searching

Staff members may use common law to search pupils, with their consent, for any item, including their pockets, backpacks, lockers, and classroom trays.

Under part 2, section 2 of the Education Act 2011, teachers are authorised by the headteacher to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots, and coats.

A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

Staff members may use reasonable force, given the circumstances, when conducting a search for alcohol, illegal drugs, or tobacco products.

Any staff member, except for security staff, may refuse to conduct a search.

Following a search, the headteacher will contact the parents/carers to advise them of the procedures which were undertaken.

## **Confiscation**

A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs, or tobacco), from the school office.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner

## **Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)**

### **Special Educational Needs**

A child may be deemed to have a special educational need on the grounds of behaviour. Where this arises, staff will comply with the Code of Practice and liaise with the school's SENDCO (Special Educational Needs Coordinators) to determine the appropriate course of action required. Parents will be involved in the dialogue regarding their child. The involvement of outside agencies, such as the Behaviour for Learning or Educational Psychologist Service may be sought as necessary and with parental permission. Children who have any form of special educational need will be treated without prejudice.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers. The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour, are set out in the section 'Behaviour expectations and pupils with Special Educational Needs and/or Disability (SEND)'. Schools should be mindful that not all pupils requiring support with behaviour will have identified special educational needs or disabilities.

Consistent and clear language should be used when acknowledging positive behaviour and addressing misbehaviour.

Schools should consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible.

A school should not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

Schools should consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. In considering this, schools should refer to the Equality Act 2010 and schools' guidance.

The school should also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have. It is also important for the schools to seek to try and understand the underlying causes of behaviour and whether additional support is needed

School leaders should consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy.

## Health and Safety

The physical environment each school has a direct effect on pupils' behaviour. Our classrooms are bright and inviting, and the building is maintained to the high standards. Our schools have a responsibility to undertake regular checks on the standards of Health and Safety throughout the school building and the surrounding grounds. We recognise the importance of the outside environment and make every attempt to improve the school's recreational facilities.

Our Corporate Health and Safety Policy recognises the need for careful supervision of pupils by duty staff at all times during the school day. The use of skipping ropes and ball games is encouraged to divert children away from aggressive play and to encourage good sportsmanship, co-operation, and responsibility. These privileges can also act as sanctions when required

## Monitoring

**Monitoring the behaviour of the children in our school is the responsibility of all that work within it.**

Each teacher is responsible for monitoring the behaviour of their class and of all children in and around school and will act immediately if undesirable behaviour is witnessed.

Midday Supervisory assistants are responsible for monitoring the behaviour of pupils in their care over the lunchtime period and for maintaining an informative dialogue with staff.

In line with our co-operative approach to managing behaviour with parents, we expect our parents to inform us of any changes in family circumstances, which may give rise to uncharacteristic behaviours.

Formal monitoring of our Behaviour Policy will take place at regular intervals in each school and at least once a term through the analysis of CPOMS and other data, including data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

Each school will ask parents and carers, as well as pupils, for their thoughts and concerns at least once per year.

The standard of behaviour in and around school will be raised as an agenda item for all Leadership Team and other age phase team/ staff meetings, as necessary. It will be considered in Trust Safeguarding reviews and audits, by the Safeguarding Officer.

## Review and the role of the CEO (Chief Executive Officer) and Trust

This policy is monitored on a day-to-day basis by the Head teacher, who reports to Governors about the effectiveness of the policy on request.

Information for monitoring and review purposes is gathered from talking with children, both formally and informally, from parents' communications and from staff observations and reporting.

The CEO will ensure that a Termly Review is held with the Early Intervention Worker at each school, that includes consideration of the frequency and nature of bullying and behaviour in general. Key issues will be reported to the CEO.

The CEO will act to ensure that the Policy is followed in each Trust School.

### Note:

This Policy was originally developed by the staff and Governors of Normanby Primary School in consultation with parents, in accordance with sections 2 and 3 of the Education Act 1997. It was revised in March 2006. It was revised in 2009. It was revised in March 2011. It was reviewed in September 2011. It was reviewed January 2014, and subsequently adopted by Ironstone Academy Trust Trustees. It was reviewed in March 2016, February 2018, June 2019, October 2020 and May 2022

The most recent review was in March 2024.

## Appendix 1

Key statutes and guidance, it may be reasonably assumed that where a statute or Act had been updated, it will be used in lieu of those listed below:

- Education and Inspections Act 2006 (section 89)
- Behaviour in schools
- Searching, screening and confiscation at school
- School suspensions and permanent exclusions

This policy has due regard for:

- The Equality Act 2010
- Special educational needs and disability (SEND) Code of Practice
- Keeping Children Safe in Education (KCSIE)
- The Children and Families Act 2014

Appendix 2 NPS

Appendix 3 NPA

Appendix 4 OrPS

Appendix 5 OvPS

Appendix 6 RPS

Appendix 7 ZPS

## Appendix 8 Contents of School Behaviour Policy

*An IAT School behaviour policy should include detail on the following:*

- a) purpose – including the underlying objectives of the policy, and how it creates a safe environment in which all pupils can learn and reach their full potential;
- b) leadership and management if different to those in the Trust Statement – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of Governors/trustees;
- c) school systems and social norms if different to those in the Trust Statement – including rules, routines,  
and consequence systems;
- d) a commentary on staff induction, development and support – including regular training for staff on behaviour;
- e) a commentary on pupil transition – including induction and re-induction into behaviour systems, rules, and routines;
- f) pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- g) child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- h) banned items if different to those in the Trust Statement – a list of items which are banned by the school and for which a search can be made.
- i) mobile phones – a clear approach prohibiting the use of mobile phones in school throughout the school day

## Guidance for Head teachers

The school behaviour policy should adhere to the following principles:

- a) accessible and easily understood: clear and easily understood by pupils, staff and parents;

b) aligned and coherent: aligned to other key policy documents;

c) inclusive: consider the needs of all pupils and staff, so all members of the school community can feel safe and that they belong;

d) consistent and detailed: have sufficient detail to ensure meaningful and consistent implementation by all members; and

e) supportive: address how pupils will be supported to meet high standards of behaviour.

