



BEHAVIOUR Policy and statement of behaviour principles

Reviewed November 2024



1. Policy Aims

- 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 reflects the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2. Legislation, statutory requirements and statutory guidance

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions:

Misbehaviour is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Disruption in assembly
- › Non-completion of classwork due to a lack of focus
- › Poor attitude – answering adults back
- › Not following the school rules / Dorrige decorum

Serious misbehaviour is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking
- › Racist, sexist, homophobic or discriminatory behaviour
- › Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

As a school we work very hard to teach children that bullying, in any form, is not tolerated. We use a wide variety of resources to support our anti-bullying policy utilising KiVa, Jigsaw, circle time and assemblies, computing curriculum including how to stay safe online and links with PCSOs. We also participate in National Anti-bullying weeks.

Bullying of any form is not tolerated and the school has a clear policy and procedure to ensure each incident is dealt with effectively. This is outlined separately in the Anti-Bullying Policy.

Any incident of bullying is recorded on an Equality Log Form and uploaded to My Concern.

5. Roles and responsibilities

5.1 The Governing Body

The BSII committee is responsible for:

- › Reviewing and approving the written statement of behaviour principles (appendix 1)
- › Reviewing this behaviour policy in conjunction with the Heads of School and senior team
- › Monitoring the policy's effectiveness
- › Holding the Heads of School to account for its implementation

5.2 The Heads of School

The Heads of School are responsible for:

- › Reviewing this policy in conjunction with the BSII committee
- › 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 My Concern is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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 management team (SMT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 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.

6. School Behaviour Curriculum

At Dorridge Primary School we are committed to enabling all children to access education successfully. This is an inclusive process; part of this commitment is concerned with establishing a high standard of behaviour throughout the school. The way in which pupils and adults behave has a profound effect on all the work that is undertaken. Therefore, a well thought out approach to this aspect contributes directly to both the social and learning aspects of our school.

We aim to create an atmosphere where children are able to develop a moral awareness and are sensitive to the needs of others and one in which they will show respect and consideration for other people and property.

We recognise that high standards are best promoted when everyone (staff, parents and children) has a shared understanding of what is acceptable and unacceptable behaviour. By promoting good behaviour we can build individual and collective esteem and encourage good personal relationships.

The new Ofsted Framework recognises the importance of Personal Development, Behaviour and Attitudes as being fundamental to a child's success in education and includes these as fundamental Grade Descriptors when judging a school's effectiveness.

Outstanding behaviour should be a consistent expectation across the school at any time of the school day and will be rewarded and celebrated in a variety of ways. Behaviour outside of lessons is expected to be as good as it is in lessons.

ALL staff (teachers, TLSAs, lunchtime staff, support staff and SMT) should have equal and shared responsibility for this, supporting each other. Children need to be fully aware of our high expectations and adults in school work together to ensure this happens.

Any inappropriate and poor behaviour should be challenged by any member of staff, reported on My Concern for the attention of the Behaviour & Safeguarding Lead, DSL's; actions noted and followed up with parents if necessary.

School Rules

Teachers adapt the Golden Rules to suit the needs of the children in their class. These are displayed in all classrooms.

Dorridge Decorum

A short series of rules to remind children to use good manners at all times is discussed at the start of year assembly:

- We line up without talking
- We walk into school in a calm orderly manner
- We move around school quietly
- We make way for adults and hold the doors
- We follow the Golden Rules

Golden Rules

- We are gentle. We don't hurt others
- We are kind and helpful. We don't hurt anybody's feelings
- We listen. We don't interrupt.
- We are honest. We don't cover up the truth.
- We work hard. We don't waste our or others time.
- We look after property. We don't waste or damage things.

Related policies include, Anti-bullying, PSHE and Citizenship, Equal Opportunities and Home-School Partnership Agreement, Mental Health and Well Being Policy.

6.1 Mobile Phones

- Pupils in years 5 and 6 are allowed to bring mobile phones with them to school
- All phones must be turned off and handed in to the class teacher at the start of the school and collected at the end of the day
- Exceptions will be made for medical purposes (eg. diabetes)
- Pupils must not use their phones anywhere on the school site including the paths in and out of school

7. Responding to Behaviour

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules in each classroom
- Develop a positive relationship with pupils

Children are rewarded in a variety of ways.

Class Dojo Points Year 1 to Year 6 are awarded for achievement in lessons or books, good effort, attitude and behaviour, linked to the school values, Dorridge Decorum and the Golden Rules. Class Dojo points can be awarded by any adult in the school and recorded on the Class Dojo app online, this is available on teacher's laptops. Dojo points are used to reflect the age and needs of the pupils, KS2 use these as a collective amount from the class over time to achieve an award.

Hole Punch cards children in EYFS. Children have a hole punch card. Activities and challenges are assigned within the lesson as a 'hole punch activity' when children complete the activity the teacher use a hole punch to put a hole onto the card. When children receive 10 hole punches they choose something they can bring into school such as a teddy or wearing slippers for the day. The same system is used in the Spring Term with the aim of collecting 20 hole punches.

House System. On entry to school, every child is placed in a team or 'house'. Each house is named after a local castle: Warwick, Ludlow, Tamworth and Kenilworth, the House shields are displayed in the Key Stage 2 hall. Children take part in inter-house competitions throughout the year and house captains lead on behaviour and demonstrate the KiVa approach on the playground for their peers.

Praise cards in the form of postcards are given to children who have done something special or kind, these are sent by the Head Teacher or Deputy Head Teacher's.

Lunchtime rewards stickers lunchtime supervisors monitor positive behaviour and report back to the class teacher at the end of lunchtime awarding a sticker EYFS/KS1 for that child. At KS2 children are awarded Dojos for good behaviour / manners in the dining hall and on the playground.

Class teachers use a range of other motivational reward systems within school, which are chosen at the discretion of the Year Group to ensure consistency of approach. On occasion sweets may be given as rewards, the frequency of this is carefully monitored by the class teacher. Specific reward systems set up for individual children after consultation with the SENCO or Assistant SENCO.

Endeavour In addition to Class Dojo points, one pupil (or occasionally two) from each class is nominated by their teachers to be congratulated for special efforts or achievements during the week. These children are presented with a certificate during a weekly Celebration Assembly on Monday at Key Stage 2 and Friday at EYFS and Key Stage 1. These special efforts may be connected to good behaviour or learning. A whole class may also be nominated for excellent team approach to their behaviour and attitudes towards their learning

Other Rewards

Reading Raffle Throughout school, children who read 5 times a week shall receive a raffle ticket plus 2 Dojos (2-hole punches in Reception) as a reward. If children read for the minimum expectation of 3 times a week, they shall receive 1 Dojo (1-hole punch in Reception). Each half-term, we will hold a celebratory Reading Assembly, during which all children who have consistently read shall receive a special certificate and one child from each year group shall be picked out of the reading raffle and win a £5 book voucher. The assembly shall be a true celebration of the children's successes and offer fantastic opportunities to share book recommendations and new releases too.

On occasions pupils may be sent to the Head / Assistant Head Teachers for personal congratulations if behaviour or attitude has been particularly noteworthy. A note in the Home School Organiser may also be appropriate.

All staff commend children verbally thereby raising the profile and value of good behaviour as well as enhancing self-esteem.

Outstanding work is celebrated on the 'Outstanding Work This Term' boards in each Key Stage.

Responding to misbehaviour

Good behaviour will always be highlighted, but conversely, unacceptable behaviour has to be dealt with promptly and effectively. This policy sets out clear arrangements to support staff in dealing with behaviour issues. Speaking with the child is the first course of action. A verbal warning may be all that is needed. Encouraging children to think about their actions and consequences of rule breaking should always be promoted through an emotion coaching approach.

When a pupil's behaviour falls below the standard that can be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding 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, such as the use of pre-arranged scripts and phrases; emotion coaching approach.

Staged sanctions during lessons

Classroom incidents of poor behaviour should be dealt with, in order to minimise disruption to lessons, by the staged sanctions procedure as follows:

Stage	Behaviour	Sanction
1	If the child chooses to behave in an unacceptable way :	Verbal warning
2	If the child chooses to behave inappropriately after having been spoken to (i.e. refuses, argues back or displays poor behaviour again that day)	2 minutes 'thinking time' inside the classroom in a quiet area away from other children
3	If the child continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	5 minutes 'thinking time' (as above)
4	If the child still continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	10 minutes with a member of LMT/SMT (Year Leader / Assistant Head Teacher/ Heads of School) and a behaviour letter will be sent home – to be saved in My Concern

5	If the child still continues to choose to behave inappropriately (i.e. refuses, argues back or displays poor behaviour again that day)	Rest of the day suspension within school in a partner class. The class teacher sends the child to the partner class with work to be completed. Parents will be notified and invited in for discussion with the class teacher and a member of SMT. After 4 letters, a day suspension will be given. This will escalate to 2 day suspension, 3 day and a full week if letters continue to build.
Any class time missed will be made up at playtime.		
The teacher or appropriate adult will use their professional judgement and reserves the right to 'jump' between stages if the behaviour demonstrated by the child warrants it (i.e. behaviour causes, or has the potential to cause, physical harm to self, others or property).		

7.5 Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent pupils from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must always be in line with Team Teach Training. 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
- 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 / carers

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

7.6 Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DFEs latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil – they will need to be collected by a parent / carer.

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

Searching a pupil

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

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

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

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

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and ensure a written record of the search is kept and recorded in My Concern.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Heads of School, 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 heads of school to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

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The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- › Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- › Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- › Desks
- › 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 (My concern)

Informing parents

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 a designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip Searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, 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

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.

7.7 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).

7.8 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.

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.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SMT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

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

7.11 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.

8. Serious Sanctions

8.1 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour – we deem persistent poor behaviour to be once a child has received 4 behaviour letters home. 4 letters home results in a 1 day suspension; 6 letters results in a 2 day suspension; 8 letters results in a 5 day suspension and after this we will consider permanent exclusion.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of misbehaviour may include:

- Short movement breaks for SEND pupils who find it hard to sit still for long
- Have a safe place in school when they feel overwhelmed – a place where pupils can reregulate
- Training for staff to understand specific conditions
- Adjust seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Use of sensory room where pupils can regulate their emotions

9.2 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.

9.3 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.

9.4 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

10. Supporting pupils following a sanction

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

If a pupil is given a suspension, either internal or external, a reintegration meeting will always be arranged with the one of the heads of school and an assistant head. This meeting is to discuss ways in which school and home can work together in supporting the pupil to remain in school. This could include measures like:

- Support from the family support worker
- Referral to outside agencies
- Regular meetings with trusted adult in school
- Regular meetings between parents and staff at school
- Individual Behaviour Plan (IBP)

11. Pupil Transition

11.1 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.

11.2 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. Year 6 undertake several transition projects with our main feeder school Arden Academy as well as all year 6 pupils going for an induction day at their new school. Year 2 pupils transitioning to Year 3 buddy up and undertake transition projects too.

To ensure behaviour is continually monitored and the right support is in place, information related to behaviour issues will be transferred to relevant staff at the start of the new school year.

12. Training

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

- The proper use of restraint – TEAM teach for all year leaders and Senior Team
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom (removal from the class would result in a letter home)
- › Attendance, permanent exclusion and suspension (internal suspension and external)
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders

The data will be analysed every term by Senior Team

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. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by senior team and the BSII committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of the BSII Committee and the Chair of Governors

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Education Committee and the Chair of Governors annually.

14. Links with other policies

This behaviour policy is linked to the following

- › Exclusions policy
- › Child protection and safeguarding policy
- › Physical restraint policy
- › Mobile phone policy

Appendix 1: written statement of behaviour principles

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Education Committee and the Chair of Governors annually.

Appendix 2: behaviour log

Misbehaviours are addressed within the classroom using the warning, 2 minutes and 5 minutes thinking time. Behaviours that trigger a 10 minutes thinking time will be recorded in My Concern. Serious Misbehaviours are recorded on My Concern and recorded in the behaviour log.

PUPIL'S NAME	
PUPIL'S NAME PROTECTED CHARACTERISTICS:	SEX / RACE / DISABILITY / RELIGION OR BELIEF / GENDER / SEXUAL ORIENTATION
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE:	
WHEN DID THE INCIDENT TAKE PLACE:	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS THERE ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS.	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVENROS, PARETNS, POLICE)	

APPENDIX 3 – BEHAVIOUR LETTER TEMPLATES

BEHAVIOUR LETTER 1

Dear Mr and Mrs _____,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Year Leader's name:

Year Leader's signature:

Date: _____

BEHAVIOUR LETTER 2

Dear Mr and Mrs _____,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me at a time to suit so we can discuss a way forward. If you could email the school office at your earliest convenience so we can arrange this.

Yours sincerely,

Year Leader's name:

Year Leader's signature:

Date: _____

BEHAVIOUR LETTER 3

Dear Mr and Mrs _____,

I am sorry to report that, despite meeting and discussing a plan to support your child in school, _____ has continued to misbehave.

I would be grateful if you could attend a meeting with the Head of School, the Assistant Head Teacher and myself, to discuss how we can best support your child in improving their behaviour.

Please email Mrs Thelwell (EYFS/KS1) or Mrs Hales (KS2) directly to arrange this meeting.

S21gthelwell@dorridge.solihull.sch.uk s21jhales@dorridge.solihull.sch.uk

Yours sincerely,

Year Leader's name:

Year Leader's signature:

Date: _____