



# Martley C.E. Primary School

## Behaviour Policy

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### Our Christian Values

Our Core Christian values are the 5 Cs - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

‘Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows’.

James 1:17

International Children’s Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

‘To Love, To Learn, To Serve’ sums up the DoWMAT’s vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

### **Equality and Diversity Statement**

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

## 1. Aims and Expectations

It is our primary aim, as a Church of England school, to ensure that every member of our community feels valued and respected and that each person is treated fairly and well. This behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone, both staff and children, feel happy, safe and secure.

We follow a number of conduct aims, but the primary aim of this policy is not a system to enforce rules, but a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective way.

We expect every member of the school community to behave in a considerate and respectful way towards others and towards property. Our behaviour expectations are regularly reinforced in collective worship, assemblies and circle time and class work.

We treat all children fairly and apply this behaviour policy in a consistent way.

We aim to help children to grow in a safe and secure environment and to become positive, responsible and increasingly independent members of the school and wider community.

We reward good behaviour, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. Our 'positive reinforcement' policy, therefore, aims to encourage good examples of behaviour for others to follow.

### 1. Aims

This policy aims to:

- Create a **positive culture** that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a **whole-school approach** to maintaining high standards of behaviour that reflect the values of the school
- Outline our system of **rewards and sanctions**
- Provide a **consistent approach** to behaviour management that is applied with equity to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management

## 2. Legislation, statutory requirements and guidance

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Searching, screening and confiscation: advice for schools](#)
- [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](#)
- [Restrictive interventions, including the 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

### 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in times of transition, and at break and lunchtimes; also disruption during before/after school approved activities
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

Repeated breaches of the school rules

Any form of child-on-child abuse, including but may not be limited to:

- ❖ Bullying
- ❖ Physical abuse
- ❖ Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
- ❖ Upskirting
- ❖ Misogyny/misandry

Possession of any prohibited/banned items. These are:

- ❖ Knives or weapons
- ❖ Alcohol
- ❖ Illegal drugs
- ❖ Stolen items

- ❖ Tobacco and cigarette papers
- ❖ E-cigarettes or vapes
- ❖ 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)

Vandalism

Theft

Fighting

Racist, sexist, homophobic or discriminatory behaviour

Use of mobile phones or other electronic devices (other than those provided by the school)

## 4. Bullying

This policy statement has been reviewed and updated with reference to the Government's guidance produced in July 2013, entitled Preventing and Tackling Bullying. This outlines the legal obligations and the powers schools have to tackle bullying and the principles which underpin the most effective anti-bullying strategies in schools.

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

Bullying is, therefore:

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

Bullying can include:

| Type of bullying                                         | Definition                                                                                                         |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Emotional                                                | Being unfriendly, excluding, tormenting, spreading rumours, unkind actions                                         |
| Physical                                                 | Hitting, kicking, pushing, taking another's belongings, any use of violence                                        |
| Prejudice-based and discriminatory, including:<br>Racial | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Faith-based<br>Gendered (sexist)<br>Homophobic/biphobic<br>Transphobic<br>Disability-based |                                                                                                                                                                                                                                                                                                                                                   |
| Sexual                                                                                     | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)                                                                                                                                        |

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy:

<https://www.martleyceprimaryschool.co.uk/attachments/download.asp?file=310>

## 5. Roles and Responsibilities

### 5.1 The Role of the Head of School

- It is the responsibility of the Head of School, under the Education Act 2011, to implement the school behaviour policy, setting standards of behaviour across the school by modelling good practice and ensuring rewards and sanctions are applied consistently; the Head of School will report to the governors, when requested, on the effectiveness of the policy.
- It is the responsibility of the Head of School to ensure the health, safety and welfare of all the children in the school, 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 as set out in this policy.
- The Head of School will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The Head of School will ensure 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

- The Head of School ensures all serious incidents of misbehaviour are reported and recorded.
- The Head of School ensures that the data from the behaviour log is reviewed regularly, to ensure that no groups of pupils are being disproportionately impacted by this policy keeps records of all reported, serious incidents of misbehaviour.
- The Head of School 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 of School (in collaboration with the Executive Headteacher) may permanently exclude a child. This action is only taken after the school governors have been notified and advice obtained from other relevant agencies.

## 5.2 The Role of the Staff

- It is the responsibility of all staff to help create a calm and safe environment for all pupils by ensuring that appropriate behaviour is enforced, both within the classroom, as well as around school, and that the children always behave in a responsible manner.
- The staff at Martley have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability.
- Staff treat each child fairly and enforce class and school rules consistently by adhering to the behaviour policy, with a personalised approach for the specific behavioural needs of particular pupils. Staff treat all children with respect and understanding, thereby modelling expected behaviours and positive relationships.
- Staff will use de-escalation techniques and positive behaviour management strategies to try to minimise and prevent the need for restrictive interventions
- If a child misbehaves repeatedly in class, the class teacher will keep a record of the incident on the ARBOR behaviour log. In the first instance, the class teacher deals with the incidents him/herself. However, if inappropriate behaviour persists, the class teacher seeks help and advice from the Senior Leadership Team.
- The class teacher will liaise with the SENDCo and 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 an external body, such as the Complex Communication Needs team (CCN), the Learning and Behaviour Support Service or an Educational Psychologist.
- The class teacher reports to parents about the progress of each child in their class, in line with school policy. The class teacher or Head of School may also contact a parent if there are concerns about behaviour or the welfare of a child.
- Staff will always listen to all sides of a dispute before passing judgement of any kind.

## 5.3 The Role of Parents and Carers

- Work collaboratively with the school, so children receive consistent messages about how to behave at home and at school.
- Be encouraged to support their child's learning and co-operate with the school, by reinforcing the school's behaviour policy expectations at home where appropriate. We try to build a supportive dialogue between home and school and we inform parents immediately if we have any concerns about the behaviour or welfare of their child.
- Support the reasonable sanctions chosen by the school to deal with behavioral incidents. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head of

School or the school governors if required. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly and respectfully
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

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, working in collaboration with them to tackle behavioural issues.

## **5.4 The Role of the Local Academy Board**

- The Head of School has the day-to-day authority to implement the school behaviour policy, but the governors may give advice to the Head of School about particular disciplinary issues. The Head of School should take this into account when making decisions about matters of behaviour.
- The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

## **5.5 The Role of the Pupils**

Pupils will be regularly reminded of the following regarding our 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards.

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 will be provided, where necessary, for pupils who are in-year transfers to the school.

## **6. Prohibited use of Mobile Phones**

The following documentation outlines guidance that became statutory on 29 June 2026:

<https://www.gov.uk/government/publications/mobile-phones-in-schools/mobile-phones-in-schools>

### **Camera Mobile Phones and Wearable Technology such as Smart Phones**

Camera mobile phones are becoming increasingly popular and a built-in digital camera enables users to take high resolution pictures. These can be sent instantly to other mobile phone users or email addresses. They can also be posted on the internet or in chat rooms.

There is potential for camera mobile phones to be misused in schools. They can become an instrument of bullying or harassment directed against pupils or/and teachers.

Staff should not use their own mobile phone for personal reasons in front of pupils throughout the school day. There may be occasions where it is appropriate for a teacher to use a mobile phone or similar device, for instance to use multi-factor authentication. When required, phones must be used momentarily and stored securely after use.

Mobile phones, devices or wearable technology such as Smart Phones should be switched off and stored securely during lesson times. The school cannot take responsibility for items that are lost or stolen.

- Staff should **never** contact pupils or parents/carers from their personal mobile phone or give their mobile phone number to pupils or parents/carers. If a member of staff needs to make telephone contact with a pupil, they should use the school telephone in the office.
- Staff should never send texts or images to colleagues or pupils, that could be viewed as inappropriate.
- Regarding camera phones, a member of staff should never use their phone to photograph a pupil(s) or allow themselves to be photographed by pupils.
- This guidance should be seen as a safeguard for members of staff, the school and the Local Authority. Staff should understand that failure to comply with the policy is likely to result in the enforcement of the Whistleblowing Policy and associated procedures.
- Staff are only allowed to wear smart watches within school if they are not connected to mobile phones and if the camera function is switched off.

### **Mobile phones for work-related purposes**

We recognise that mobile phones provide a useful means of communication on offsite activities. However, staff should ensure that:

- Mobile use on these occasions is appropriate and professional (and will never include taking photographs of children).
- Personal mobile phones should not be used to contact parents during school trips – all relevant communications should be made via the school office or if on a residential visit and the communication needs to take place out of school hours, using a mobile phone away from the children.
- Where parents are accompanying trips, they are informed not to make contact with other parents (via calls, text, email or social networking) during the trip or use their phone to take photographs of children.

### **Parents, visitors (including contractors) or volunteers**

When parents, visitors or volunteers sign into school, they are reminded not to use mobile phones whilst on the school site when signing in at the office.

Adults, either in school or accompanying children on school trips, should not use their mobile phones or use them to take pictures of pupils unless it is at a public event such as Sports Day or performances and these should be only of their own children.

Adults, visitors or volunteers in school should only use their mobile phone within the confines of the school offices or staff rooms **where children are not present**. Personal cameras and mobile phone cameras must not be used to take pictures of children or record information about children. If parents who accompany children on a school trip are asked by the teacher to take photos as a record of the educational visit, they will be issued with a school camera. Parents accompanying children on school trips should not use their mobile cameras, tablets or wearable devices to take pictures of children.

## Pupil Policy

We do not deem it appropriate for pupils to bring mobile phones to school. However, we recognise that there may be some exceptional circumstances where parents/carers of children in Upper KS2 wish their child to walk to/from school independently and provide a mobile phone for safety and supervision reasons or for those moving between two households within the school week. In these circumstances, parents/carers must complete and submit the attached pro-forma to give consent and confirm understanding of the protocol.

We understand that many children have unlimited and unrestricted access to the internet via mobile phone networks. This access means there is potential for some children, while at our setting, to sexually harass, bully and control others, via their mobile and smart technology, share indecent images consensually and non- consensually and view and share pornography and other harmful content.

As such, we require parents to fill in a permission slip (Appendix 1) to allow children to bring their mobile phones to school. **Children's mobile phones are to be brought into the school office at the start of the school day where they will be stored securely. They will then be returned at the end of the day and children will only be permitted to switch on their phones at the school gate.**

Devices should be clearly marked so that each child knows their own. Devices should be turned off before being handed in. Parents/carers are advised that Martley Primary School accepts no liability for the loss or damage to mobile phones and other smart devices that are brought into school or onto the school grounds.

Where a child is found by a member of staff to be using a mobile phone, the phone will be confiscated from the child and handed to a member of the office team, who will record the name of the child and attach it to the phone. The mobile phone will then be stored by the school office. The child may collect the phone at the end of the school day. A letter will be sent home to parents/carers requesting that a permission slip be returned the next day.

If a child is found taking photographs or video footage with a mobile phone or smart watch of either other children or teachers, the device will be confiscated and this will be regarded as a serious offence and dealt with in accordance with this behaviour policy.

Should a child be found to be using their phone or devices inappropriately, the school reserves the right to withdraw this privilege. We ask that parents/carers should talk to their children about the appropriate use of text messages and images as they can often be used to bully children. Should parents/carers need to contact children or vice versa during the school day, this should be done via the usual school procedure of contacting the school office via phone or email.

## **7. School Behaviour Expectations**

At Martley, pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and calmly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations.

## **Rights and Responsibilities**

We make it clear that children not only have rights, but also the responsibility to respect the rights of others. They go hand in hand. That includes respect for each other, adults, their values, culture and beliefs. Children are encouraged to understand that rights are something they can expect and that their responsibility is their job.

## **8. Rewards and sanctions**

### **8.1 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos. The whole staff at Martley aim to ensure that good behaviour is recognised and acknowledged and that this is done consistently.

At the beginning of each school year, the class teacher discusses appropriate and acceptable behaviour with their class. Each class then agrees its own classroom code of conduct/ expectations and this is displayed in each class. In this way, every child experiences ownership of these rules and knows the standards of behaviour that are expected by all. If there are incidences of inappropriate behaviour, the class teacher will discuss this with the children and refer to their own code of behaviour. Class 'Circle Time' can be used for this.

We praise and reward all children, if appropriate, for good behaviour in a variety of ways:

- Children are given positive verbal or written feedback by staff.
- Children are rewarded by being given 'Dojo points.'
- Dojo points are awarded throughout the school for good work and appropriate behaviour. This gives all staff an opportunity to reward pupils in class or when moving around the school (staff to refer also to 'Class Dojo Guidelines for Staff')
- Reward stickers or treats are given.

- Certificates are given out at a weekly 'Celebration Assembly' – these could be in response to achievement, effort or appropriate behaviour and aligned with our 5Cs; where appropriate, they are also given the chance to share their work.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of Martley's behaviour culture.

## 8.2 Responding to misbehaviour

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

Staff will endeavour to create a safe and 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 the misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities) and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Equally, our staff aim to ensure that incidences of inappropriate behaviour are dealt with in a consistent way.

We employ several sanctions to enforce positive and appropriate school behaviour and to ensure a safe and positive learning environment.

Any, or all, of these steps can be repeated any number of times, depending on each individual situation:

1. When the agreed class code of conduct is not adhered to, a verbal warning is given, and sometimes repeated, to the child concerned. Staff will always make clear to the child what is wrong with the way they are behaving.
2. Where necessary, staff may reinforce the verbal warning by taking a Dojo point away. The child might then be given the opportunity to 'earn it back' if the unwanted behaviour ceases.
3. When the verbal warning does not lead to an improvement in behaviour, the child is moved within the class /assembly or into a neighbouring class, if appropriate, or the child might lose certain class privileges or responsibilities. Sometimes it might be necessary for work to be redone or sent home to be completed. Where the behaviour in a neighbouring class does not improve, the child might be referred to the Head of School.
4. If deemed necessary by the class teacher, a child may miss 5 minutes or more of their playtime or lunchtime. This could be for one or more days, depending on the incident. This is often the sanction enforced when an incident occurs during breaktime or lunchtime, where a child has become dysregulated. The child could spend this time in the library area supervised by an adult or in our nurture room, where they will find it easier to regulate.
5. The child's parents are informed by telephone or in person if the child continues to display inappropriate behaviour, despite the above sanctions having been followed or whenever it has been deemed necessary for a child to be removed from their classroom during the school day. These incidents should also be recorded on the behaviour log on ARBOR.

Personal circumstances of the pupil will be considered when choosing sanctions. Where appropriate, staff will liaise with our SENDCo, DSL or Head of School to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

## 9. Safeguarding

The school recognises that:

Changes in behaviour may be an indicator that a pupil needs help or protection

Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

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

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

## 10. 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 Martley Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

## 11. Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom expectations
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of their learning
  - Establishing clear, consistent routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting, promoting and modelling good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using regular positive reinforcement strategies

## 12. Restrictive interventions

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

### Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Never involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- Never be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

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.

\*Please refer to our Use of Restrictive Interventions Policy (including use reasonable force and seclusion) for more information

### 12.1 Seclusion

Seclusion is a non-disciplinary intervention that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is not used as a threat or punishment and is not a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

The pupil will be secluded in a safe place that does not feel threatening or intimidating to them, such as our nurture room.

The pupil will be always supervised, by at least one member of staff, such as our TIS Lead: Trish Garness or Head of School and DSL: Michelle Gunston.

As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

## 12.2 Recording and reporting requirements

Staff have a legal duty to record and report all:

Significant incidents involving force

Seclusion incidents

Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

## 12.3 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the [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.

We will 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/carers, if appropriate.

Searching a pupil: Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the Head of School, designated safeguarding lead (or deputy) or pastoral member of staff (TIS Lead) 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 any item identified in the school code of conduct 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 Head of School/DSL to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder. The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school code of conduct.

### **Searching pupils’ possessions**

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

- Drawers
- Lockers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school code of conduct.

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 (Michelle Gunston) or when she is unavailable a DDSL (Mark Farmer or Stella Pound) without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school’s safeguarding system.

### **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

### **Support after a search**

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

## **13. Child-on-child abuse**

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our Martley Safeguarding and Child Protection Policy. Our Martley Child-on-Child Abuse Policy contains further information on how we prevent and manage incidents of child-on-child abuse.

## **14. 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).

## **15. 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.

## **16. Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police. When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police. If a decision is made to report the matter to the police, the Head of School 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.

## **17. 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 Martley Safeguarding Policy for more information.

## **18. Removal from the classroom**

Pupils who have been removed from the classroom are supervised and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Head of School.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with the TIS Lead
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom on the ARBOR behaviour log, along with details of the incident that led to the removal and any protected characteristics of the pupil.

## **19. Suspensions and Permanent Exclusions**

Only the Head of School or the Executive Headteacher has the authority to exclude pupils from school. The Head of School may exclude a pupil for one or more fixed periods and may also permanently exclude a child. This will be carried out in accordance with Local Authority and DoW/MAT guidance. The Designated Safeguarding Lead should be consulted prior to any suspension. As the Head of School is also the DSL, the Executive Headteacher and the Director of Education, who has responsibility for safeguarding, will be consulted.

In exceptional circumstances where there is a continuation of bad behaviour or lack of cooperation in improvement, school may suspend for a fixed time or exclude the pupil permanently.

\*Please refer to our Martley Suspension and Exclusion policy for more information.

## **20. Responding to misbehaviour from pupils with SEND**

### **20.1 Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Set out your approach to anticipating and removing triggers of misbehaviour below. Your approach may include examples such as:

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

## **20.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time because of their SEND
- The pupil was likely to behave aggressively due to their SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **20.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENDCo) 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/carers to create the plan and review it on a regular basis.

## **21. Supporting pupils following a sanction**

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

This might include measures such as:

- Reintegration meetings
- Daily contact with the TIS Lead/ weekly contact with the SENDCo
- A report card with personalised behaviour goals

Measures will always be personalised and appropriate for the needs of the child and the nature of the misbehaviour and sanction.

## **22. Pupil transition**

### **22.1 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.

### **22.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have a transition morning with their new teacher(s). In addition, staff members hold transition meetings to discuss the pupils.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **23. Training**

As part of their induction process, our staff are provided with access to our behaviour policy and regular support/guidance in managing behaviour, including up-to-date training on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice within our setting and effective behaviour management

Behaviour management will also form part of continuing professional development.

## **24. Monitoring arrangements**

### **24.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions

- Use of pupil support units, off-site directions and managed moves
- Incidents involving restrictive intervention, including the use of reasonable force
- 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 at least annually by Head of School (Michelle Gunston).

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 them.

## **24.2 Monitoring this policy**

This behaviour policy will be reviewed by the Head of School and the Local Academy Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Chair of Governors and the Executive Headteacher

## **25. Links with other policies**

This behaviour policy is linked to the following policies:

- Use of Restrictive Interventions Policy (including use of reasonable force and seclusion)
- Suspension and Exclusion Policy
- Safeguarding and Child Protection Policy
- Mobile Phone Policy

## Appendix 1: Mobile Phone Parental Consent Form

Dear Parent/Carer,

In accordance with our Behaviour Policy, if your child is bringing in a mobile phone or Smart Watch to school on a regular basis, please sign the form below to give your permission for your child to do this and remind them of our policy.

Your child needs to bring their device to the school office as soon as they arrive in the morning and before they go to their classroom.

The school accepts no responsibility for the loss of, or damage to, their mobile phone.

Your child's phone should be appropriately marked so that they can recognise it.

Should your child be found using their phone inappropriately whilst on the school grounds, the school reserves the right to withdraw this privilege and they will no longer be able to bring it into school.

Thank you for your co-operation.

Yours sincerely,

Mrs M Gunston (Head of School)

Parent / Carer Consent Form – Please sign and return to the School Office

Child's Name: ..... Class: .....

These are the exceptional circumstances which mean that my child needs to bring a mobile phone to school:

.....  
.....  
.....

## Appendix 2: Behaviour Support Plan

|               |  |
|---------------|--|
| <b>NAME:</b>  |  |
| <b>CLASS:</b> |  |
| <b>D.O.B:</b> |  |

|                                                                      |  |
|----------------------------------------------------------------------|--|
| Special Educational Needs:                                           |  |
| Description of specific behaviours we want to encourage/develop:     |  |
| Description of specific behaviours we want to reduce/stop:           |  |
| Possible triggers for above behaviours – prevention/things to avoid: |  |
| Positive (Proactive) Management Strategies:                          |  |
| Early Interventions:                                                 |  |
| Reactive Interventions:                                              |  |
| Progress since last review:                                          |  |

|                       |  |
|-----------------------|--|
| <b>DATE:</b>          |  |
| <b>REVIEW DATE:</b>   |  |
| <b>CLASS TEACHER:</b> |  |
| <b>PARENTS:</b>       |  |
| <b>PUPIL:</b>         |  |

## Appendix 3: Positive Handling Plan

|        |  |
|--------|--|
| NAME:  |  |
| CLASS: |  |
| D.O.B: |  |

|                                                                                                                       |                                              |                                           |
|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------|
| <b>Triggers:</b> Describe situations that have led to Positive Handling being used:                                   |                                              |                                           |
| <b>Behaviour signals:</b> Describe the early warning signs / changes in body language / signs of distress that occur: |                                              |                                           |
| <b>Preferred de-escalation strategies:</b>                                                                            |                                              |                                           |
| Verbal advice <input type="checkbox"/>                                                                                | Planned ignoring <input type="checkbox"/>    | Success reminder <input type="checkbox"/> |
| Reassurance <input type="checkbox"/>                                                                                  | Humour <input type="checkbox"/>              |                                           |
| Distraction <input type="checkbox"/>                                                                                  | Time out <input type="checkbox"/>            |                                           |
| Choice <input type="checkbox"/>                                                                                       | Change of adult <input type="checkbox"/>     |                                           |
| Advising of consequences <input type="checkbox"/>                                                                     | Observed withdrawal <input type="checkbox"/> |                                           |
| <b>Positive areas to focus on:</b> (strengths, interests etc)                                                         |                                              |                                           |
| <b>Medical conditions to be aware of:</b>                                                                             |                                              |                                           |
| <b>Handling strategies to be used</b> (as last resort & in best interest of student):                                 |                                              |                                           |
| <b>Debriefing process to occur after an incident:</b>                                                                 |                                              |                                           |
| <b>Staff to be informed of this plan:</b>                                                                             |                                              |                                           |

**Agreed By:**

|                  |  |
|------------------|--|
| PARENT/CARER:    |  |
| STUDENT:         |  |
| MEMBER OF STAFF: |  |