

Behaviour Policy

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1. Aims

At Sunnyside Primary Academy, we create an environment which is calm, safe, and supportive, where children are taught what good behaviour looks like so that all children choose responsible behaviour and, in doing so, raise their self-esteem, enable effective learning, and meet their potential.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn
- Provide a consistent approach to behaviour management that is applied consistently and fairly, with reasonable adjustments made where necessary to ensure equity for all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and responses to misbehaviour.
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion.

2. Legislation and Statutory Requirements

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

- Behaviour in Schools - Advice for headteachers and school staff Feb 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
    - It is also based on the Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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
- Non-completion of classwork or homework
- Not following instructions
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Openly confrontational behaviour with other children or adults
- 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 vapes 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. Roles and Responsibilities

Greenwood Academies Trust

This policy has been created in line with the Greenwood Academies Trust 'Pupil Behaviour and Exclusions Policy'. Greenwood Academies Trust (GAT) is responsible for holding the Academy Principal to account for its implementation.

The Principal

Is responsible for:

- Reviewing and approving this behaviour policy.
- Giving due consideration to the school's statement of behaviour principles
- 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 effectiveness of this policy is evaluated and revised accordingly
- Ensuring that the data from the behaviour log is reviewed on a regular basis, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Staff

Are responsible for:

- Teaching pupils what good behaviour looks like
- Managing behaviour effectively to ensure a calm and safe learning environment:
    - Have clear rules and routines for behaviour in classrooms, take responsibility for promoting good and courteous behaviour both in classrooms and around the school
    - Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, consequences and rewards consistently and fairly
    - Manage classes effectively, using approaches which are appropriate to pupils' needs to involve and motivate them
    - Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary (Teacher Standards, DfE, 2011)
- Implementing the behaviour policy consistently, recognising that some pupils may need additional support to reach the expected standards of behaviour
- Modelling positive behaviour and being a role model at all times
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents promptly.

Parents/Carers

Are responsible for:

- Ensuring they are familiar with the school's behaviour policy and reinforce the policy at home
- work in partnership with the school to celebrate successes
- work in partnership with the school to support their child/ren to reach the expected standards of behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- 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 and working in collaboration with them to tackle behavioural issues.

Pupils

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

- The expected standard of behaviour they should be displaying at school
    - 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 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
    - Know and understand behaviour expectations.
    - To take responsibility for their own behaviour
    - Contribute to discussions about the school's behaviour culture.
- 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.

5. Academy Behaviour Curriculum

At Sunnyside Primary Academy, our values are rooted in mutual trust, respect and inclusivity. We are committed to ensuring that every member of our school community feels safe, valued and treated with fairness, dignity and consistency. We recognise that fairness does not always mean treating everyone the same; instead, we strive to meet individual needs through an equitable approach that enables all pupils to succeed.

Our Behaviour Policy sets out how we create and sustain a calm, safe and purposeful environment in which all members of the school community can learn and thrive. It reflects our belief that high standards of behaviour are not simply enforced but are explicitly taught, modelled and reinforced through strong relationships, clear routines and consistent expectations.

This includes explicitly teaching and practising routines such as:
- entering and leaving classrooms
- lining up and moving around the school
- listening and responding to instructions

While clear rules and boundaries are essential, the primary aim of this policy is to promote positive relationships, self-discipline and a shared sense of responsibility. We support pupils to understand expectations, reflect on their behaviour and develop the skills needed to become respectful, responsible and increasingly independent members of the community.

We place a strong emphasis on recognising and celebrating positive behaviour. By consistently reinforcing kindness, effort and cooperation, we foster a culture where pupils feel motivated to make good choices, develop self-esteem and contribute positively to the life of the school.

5a. Behaviour Management Framework

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 Sunnyside Standards and Academy Values in the classroom
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines, which are taught and practiced

- Communicating expectations of behaviour, calmly and consistently, in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Reasonable adjustments

5b. Safeguarding

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

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

Where this may be the case, we will follow our Child Protection and Safeguarding Policy.

5c. Inclusion and SEND

Sunnyside Primary Academy recognises its duty under the Equality Act 2010 and SEND Code of Practice (2015) to make reasonable adjustments for pupils with additional needs. Adaptive approaches and targeted support are used to ensure all pupils can access the curriculum and behaviour expectations fairly.

This includes:
- Individualised behaviour or support plans.
- Adjusted expectations for reward eligibility where appropriate.
- Use of key adults, time-out strategies, or sensory breaks.
- Collaboration between class staff, the SENCO, and parents.

All decisions regarding sanctions or reward access for pupils with SEND will be made collaboratively, ensuring fairness and understanding.

Responding to Behaviour (SEND Considerations)

Where a pupil's behaviour may be linked to their Special Educational Needs and/or Disability (SEND), staff will take this into account when deciding how to respond. This includes considering whether:
- the behaviour was a direct result of the pupil's need
- appropriate reasonable adjustments were in place
- further support or adaptation is required

All staff will use consistent language and approaches to behaviour to ensure predictability and clarity for pupils.

In these circumstances, sanctions may be adapted, delayed or replaced with alternative supportive strategies where appropriate. The aim is to respond in a way that is proportionate, maintains dignity, and supports the pupil to improve their behaviour over time.

This does not mean that expectations are lowered; rather, it ensures that all pupils are supported to meet the same high standards in a fair and equitable way.

Restorative approaches will be adapted where necessary to meet the communication and emotional needs of pupils with SEND.

5d. Encouraging Positive Behaviour

We actively teach and promote 'good' behaviour by being consistent and excellent adult role models and acknowledging behaviour in pupils that goes above and beyond expectations.

At Sunnyside Primary Academy, when responding to 'good' behaviour, we operate a 3-step reward system. All pupils start on Green every day. If a child does something exceptional, a child may be awarded with a particular colour significant to their behaviour (Bronze, Silver and Gold).

Children need to display exceptional behaviour and work ethic in order to achieve these rewards and the whole class will acknowledge the achievements.

Bronze Behaviour (Step 1)

Bronze behaviour is tracked by the Class Teacher using ClassCharts and includes but is not limited to:

- Being a good role model
- Taking pride in their work
- Including others in the class and playground
- Being kind and supportive to others
- Asking thoughtful and interesting questions
- Working independently

Silver Behaviour (Step 2)

Silver behaviour is tracked by the Class Teacher using ClassCharts and includes but is not limited to:

- Being a very good role model
- Being polite at all times with pupils, staff and visitors
- Thinking of others before yourself
- Being self-motivated
- Showing initiative
- Encouraging others to do the right thing
- Always displaying 'Bronze' behaviour without adult prompting

Gold Behaviour (Step 3)

Gold behaviour is tracked by the Class Teacher using ClassCharts and includes but is not limited to:

- Being an excellent role model
- Significant achievement in an area of learning
- Always having an excellent attitude in all areas of school
- Giving up a significant amount of their own time to support another pupil or adult
- Displaying 'Silver' behaviour

In addition to the above, positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines and expectations of the school's behaviour culture in line with the schools values.

Positive behaviour will be rewarded with:

- Verbal praise
- Positive points (added via Class dojo)

- Communicating praise to parents/carers via a telephone call or written correspondence (post card)
- Certificate in weekly assembly and an addition onto the weekly newsletter
- Positions of responsibility within the school i.e. School Council, Librarian etc.
- Whole-class or year group rewards

End-of-term rewards celebrate sustained positive behaviour and commitment to learning. Pupils with additional needs (including SEND) will have equitable access to rewards through reasonable adjustments, ensuring they are not disadvantaged due to their needs.

5e. Communication with Home about Positive Behaviour

The academy places strong emphasis on positive communication with parents and carers. Staff share successes regularly through ClassCharts points, phone calls, postcards, newsletters, and face-to-face discussions at the end of the school day. Positive behaviour, effort and achievement are celebrated in assemblies and shared with families to strengthen the home–school partnership. This consistent communication reinforces the academy's belief that recognising positive choices builds motivation, self-esteem and sustained engagement in learning.

5f. Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably 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. Staff will use de-escalation strategies, including calm language, clear instructions and active listening, to prevent behaviour from escalating.

At Sunnyside Primary Academy, when responding to misbehaviour, we operate a 4 step restorative behaviour approach.

Reminder (Step 1) – Prior to any pupil being moved to Blue (Step 2), adults will provide the pupil with a reminder of what is expected of them in terms of acceptable behaviour.

Blue (Step 2) – This provides the pupil with an opportunity to self-regulate/ adapt their behaviour and start making the right choices so that they can move back to Green. Blue behaviour will be logged and tracked using ClassCharts, Blue behaviour includes but is not limited to;

- Talking/ shouting out during lesson or assembly time
- Not following instructions
- Disturbing others/ not completing learning tasks
- Not moving around sensibly
- Being unkind (calling somebody names, arguing with other pupils)
- Not lining up well
- Dropping litter

Yellow (Step 3) – This provides pupils with an additional opportunity to self-reflect on their behaviour choices, and are provided with a short period of self-reflection in a neighbouring classroom for a maximum of 10 minutes. Staff will look for opportunities to move pupils back to Blue and Green. Yellow behaviour is tracked by the Class Teacher using ClassCharts and includes but is not limited to;

- Repeated ‘Blue’ Behaviour
- Moving around the classroom without permission
- Damaging other people’s or school property
- Deliberately hurting another pupil’s feelings
- Entering the building without permission (during break and lunch times)

Parents/carers will be notified by the child’s Class Teacher if their behaviour has reached Step 3 (Yellow).

Red (Step 4) – Red behaviour is for persistent and/or serious misbehaviour where a Senior Teacher or member of the Senior Leadership Team will intervene. Red behaviour is tracked using ClassCharts and requires a commentary of the behaviour displayed alongside the consequences. The behaviour includes but is not limited to;

- Persistent ‘Yellow’ behaviour
- Serious misbehaviour
- Using racist or derogatory language
- Stealing
- Proven bullying
- Spitting
- Being disrespectful/ Use of disrespectful language towards adults
- Sexual violence/ sexual harassment
- Fighting
- Intentional Swearing
- Being dishonest
- Refusal to complete work tasks
- Walking out of the classroom/ learning space without permission
- Inappropriate use of ICT

The school may use the following sanctions for ‘Red’ behaviour in response to unacceptable behaviour;

- A pupil working in a different classroom for a period of time
- Expecting missed work to be completed during break times, lunch times or at home
- Loss of play or lunch time
- Loss of privileges
- Letter or phone call home to parents/carers
- Implementation of behaviour contract including Report
- Suspension
- Exclusion (in the most serious of circumstances)

While the staged approach provides consistency, staff will use professional judgement to adapt responses where appropriate.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet the schools behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case by case basis, but with regard to the impact on perceived fairness.

All behaviour incidents are recorded on ClassCharts. Staff respond proportionately, considering any contextual factors, including safeguarding concerns and additional needs. Restorative conversations are used to repair relationships and rebuild trust following incidents.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account, including safeguarding concerns, SEND, mental health needs or other vulnerabilities. Where appropriate, responses may be adapted to ensure they are fair, proportionate and supportive.

In all cases, staff will consider how future incidents can be prevented through early intervention, adaptation and targeted support.

Restorative Approach: Following incidents of misbehaviour, staff will use a restorative approach to support pupils to reflect on their behaviour and repair relationships. This will typically include:

- discussing what happened
- exploring who has been affected and how
- helping the pupil understand the impact of their actions
- identifying how the situation can be put right
- agreeing how to make better choices in the future

Restorative conversations are used alongside sanctions where appropriate. Their purpose is to support pupils to take responsibility for their behaviour, rebuild relationships and reduce the likelihood of recurrence.

5g. Preventing Behaviour and Early Intervention

Sunnyside Primary Academy is committed to a proactive and preventative approach to behaviour. We recognise that the most effective way to create a positive behaviour culture is to identify needs early, provide appropriate support, and prevent difficulties from escalating.

Staff work to build strong, trusting relationships with pupils and create inclusive, predictable environments where expectations are clear. Behaviour is explicitly taught, routinely reinforced and supported through consistent adult responses.

Where pupils begin to experience difficulties in meeting behaviour expectations, early intervention strategies will be used. These may include:
- Increased adult check-ins and relationship building
- Adaptation of classroom approaches or routines
- Use of pre-correction and clear behaviour cues
- Short-term behaviour monitoring (e.g. report cards)
- Targeted pastoral support or mentoring
- Environmental adaptations to reduce triggers

Where concerns persist, a graduated approach will be used, following the cycle: assess, plan, do, review. This ensures that support is responsive, personalised and regularly evaluated for impact.

The school will work collaboratively with parents/carers and, where appropriate, external agencies to identify and address any underlying needs, including SEND, social, emotional or mental health needs.

Following any behaviour incident or pattern of concern, staff will consider whether additional support or intervention is required to prevent recurrence. The aim is always to support pupils to successfully meet behaviour expectations and remain fully included in school life.

Behaviour data will be analysed by pupil group, including pupils with SEND and other protected characteristics, to ensure the policy is applied fairly and does not have a disproportionate impact

6. Communication with Social Workers

Where a pupil is open to a social worker or other external professional, the academy ensures that communication regarding behaviour is proactive and transparent. If a pupil with an allocated social worker receives a significant sanction (for example, a suspension or a series of Red-level incidents), the Designated Safeguarding Lead (DSL) will update the social worker on the same day. This ensures a joined-up approach to safeguarding and supports the child's wider plan. Records of all such communications are retained securely in CPOMS.

7. 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 but not limited to:

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: • 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

Details of our school's approach to preventing and addressing bullying are set out in our school's Anti-Bullying Policy.

8. Mobile Phones

Pupils in Years 5 & 6 are allowed to bring a mobile phone to school, primarily to support them in staying safe when walking to and from school independently.

- All mobile phones need to be handed in to the pupil's Class Teacher prior to the start of the school day
- Mobile phones must not be used at any point during the school day, including break and lunch times

9. Reasonable Force/Physical Intervention/Positive Handling

Physical intervention is only ever used as a last resort and in line with the DfE's guidance *"Use of Reasonable Force in Schools."* Any intervention is carried out with the minimum force and for the shortest duration necessary. Staff receive regular training to ensure interventions are safe, proportionate and respectful.

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.

Be recorded and reported to parents/carers using the Academy's agreed Positive Handling Log.

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

10. Confiscation, Searches, Screening

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

8a. 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 also confiscate any item that is deemed to be potentially harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

8b. Searching a Pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the Principal themselves only.

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.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Principal, 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 Principal and/or Designated Safeguarding Lead (DSL), to try and determine why the pupil is refusing to comply.

The Principal 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.

The authorised member of staff can use reasonable force to search for any prohibited items

identified in section 3, but not to search for items that are only identified in the school rules.

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

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

8c. Searching Pupils' Possessions

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

- Coats
- 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.

8d. 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.

8e. Informing Parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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

8f. 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 Site Specific Arrangements for Safeguarding and Child Protection Policy and speak to the 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.

8g. 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.

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least one of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult.

Staff retain a duty of care to the pupil involved and staff should advocate for the safety and wellbeing of the pupil at all times. Staff will follow the latest DfE guidance on conducting strip searches on school.

11. Off-site behaviour

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 whilst 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, including online misbehaviour, if the misbehaviour:

- Could have repercussions for the orderly running of the school.
- Poses a threat or causes harm to another pupil.
- Poses a threat to another pupil or member of the public.
- 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 the staff member (e.g., on a school-organised trip).

10a. 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.

Please refer to our e-safety policy for more information.

10b. 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 headteacher 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.

12. Child on Child Abuse, Sexual Harassment and Sexual Violence
The school will ensure that all incidents of child-on-child abuse, 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

Any allegations or concerns will be logged via CPOMs.

Please refer to our Site Specific Arrangements for Safeguarding and Child Protection Policy for more information.

13. 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 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 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, 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 Site Specific Arrangements for Safeguarding and Child Protection Policy for more information on responding to allegations of abuse against staff or other pupils.

14. Break Time/ Lunchtime Detention

A Senior Teacher or member of the Senior Leadership Team must authorise a Break Time/ Lunchtime detention for when a pupil has misbehaved in line with the above steps.

If a child is having a difficult playtime/ lunchtime then adjustments can be made this should be discussed with the schools Special Educational Needs Coordinator.

Persistent behaviour will be monitored using ClassCharts to identify if there is an underlying need that needs to be met or if reasonable adjustments need to be made.

15. Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove a pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and is used to protect the learning environment, maintain safety, and support the pupil to re-engage successfully. It is distinct from the use of planned regulation or support spaces (such as sensory breaks or nurture provision), which are not disciplinary and form part of a pupil's individual support strategy where appropriate.

Removal will only be used where necessary and proportionate. It will not be used for prolonged periods without the explicit approval of a senior leader. The length of time a pupil is removed will be kept to the minimum necessary to restore calm and enable successful reintegration.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a Senior Teacher or a member of the Senior Leadership Team.

Pupils will be reintegrated into the classroom as soon as appropriate and safe to do so. Before returning to the classroom, pupils will take part in a brief reintegration conversation with a member of staff. This will include:
- reflection on the behaviour and its impact
- clarification of expectations moving forward
- support strategies to help the pupil succeed

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 will be informed on the same day that their child is removed from the classroom, and where possible in advance of this decision being made. Where appropriate, parents/carers may be informed and involved in supporting reintegration.

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

- Support from the wider pastoral team
- Use of teaching assistants and/or other adults
- Short term behaviour report cards
- Short term behaviour plans

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

Staff will consider whether underlying factors, including SEND, safeguarding concerns or changes in circumstances, may have contributed to the behaviour and whether further support is required to prevent recurrence.

16. Suspension and Permanent Exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

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

Please refer to the Greenwood Academies Trust: Pupil Behaviour and Exclusions Policy for more information.

17. Responding to Misbehaviour from Pupils with SEND

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

The school's Special Educational Needs Coordinator will 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. 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.

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.

The school will anticipate likely triggers of misbehaviour and put in place support to try to prevent them. Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Support for these pupils can include but not limited to;

- Time out
- Meet and Greet sessions with an agreed adult
- Targeting interventions
- Personalised timetable
- Social skills work
- Pastoral support plans
- Behaviour support plans

18. Pupil Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to famililarise them with the behaviour policy and the wider school culture.

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

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings or those transferring to other schools.

19. Training

Staff are regularly provided with training on managing behaviour, including training on:

- The proper use of restraint
- 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.

20. Monitoring Arrangements

This Policy will be reviewed by the Principal at least annually, or more frequently, if needed, to address the findings from the regular monitoring of the behaviour data found using ClassCharts.

The school uses ClassCharts to record serious behaviour incidents and the member of the Senior Leadership Team responsible for Inclusion will regularly analyse behaviour data to identify trends, possible contributing factors and to inform policy, practice, staff training needs and pupil support.

10. Links with Other Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-bullying Policy
- SEND Policy