Behaviour and Behaviour Principles Policy & Anti-bullying Statement

"Serve with hope and encouragement to learn and love.

This policy was approved by the Governing Body in October 2026
This policy will be reviewed in September 2027
(*unless any changes are necessary prior to this date)*

1. Statement of Intent

Introduction

At St Barnabas' our school vision of "Serve with Hope and Encouragement to Learn and Love" underpins the behaviour at St Barnabas' and our Behaviour policy. In everything we do, we encourage our pupils to be the best they can be and behave in an appropriate manner and to follow the school rules.

At St Barnabas' we have:

- high expectations of behaviour of which the children and whole school community are aware
- an understanding that we can't expect the same from everyone
- a consistent approach is towards discipline and behaviour throughout the school
- a clear structure for rewards and sanctions of which all staff, parents and children are aware so that good behaviour is recognised and praised
- a safe and secure school
- strategies in place to reward good behaviour, and to deal with specific behavioural issues
- staff guidelines and suggestions for ways of dealing with behaviour issues
- support for staff joining St Barnabas'
- a Home School Agreement shared with the whole school community
- fair treatment and respect for all those within the community
- a response and support approach rather than punishment
- interventions to support behaviour

Aims

Our aims are for all members of our school community:

- to be treated equally, with fairness and respect
- to feel safe and secure within the school environment
- to demonstrate self-control, patience, gentleness and kindness
- to have a clear understanding of the school's behaviour expectations
- to understand the school's procedures for behaviour management and the system of rewards and sanctions in place

Core Christian Values:

These core values are the foundation upon which our behaviour policy is built.

- **Serve (service)**
- **Hope**
- **Encouragement**
- **Learn (wisdom)**
- **Love**

Key British Values:

Our commitment to core Christian values is further fortified by our dedication to key British Values:

•**Mutual Respect and Tolerance:** We celebrate diversity and foster an environment where different faiths and beliefs are respected, promoting unity in our community.

•**Democracy:** We instill the values of fairness, equality, and democratic principles, ensuring that the voices of our pupils are heard and valued.

•**Rule of Law:** Our behaviour policy reinforces the importance of following rules and understanding the consequences of our actions, instilling a sense of responsibility and accountability.

•**Individual Liberty:** We recognise and uphold the individual rights and freedoms of our students, guiding them to make choices that align with our shared values**.**

Equality of Opportunity

We have high expectations for all our pupils, irrespective of gender, ethnicity, religion, ability and socio-economic background. We value the diversity of our school community, and encourage an ethos of openness, honesty and respect between all adults and children in our community.

School Rules

We encourage and support the children at our school to develop a strong sense of self-esteem, and respect for both adults and children. We promote a positive Christian ethos within our school. This ethos is reflected in our school rules, which aim to encourage the children to attain their best both academically and in their standards of behaviour.

At St Barnabas' we…

- Use kind words and actions
- Always tell the truth
- Work hard and try our best
- Look after our School

2. Legislation, statutory requirements, and statutory guidance

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

- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
  Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
  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 - 2022
- 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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation

- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Low-level disruption and talking in class (shouting/calling out, distracting others)
- Failure to complete classwork
- Talking in Collective Worship
- Wandering around the classroom
- Rudeness to others (name calling, unkind remarks)
- Poor attitude
- Not listening to and following adult instructions

● Refusing to complete homework, incomplete homework, or arriving at school without homework

● Pushing in the line, running in the corridors

● Graffiti

"Low-level unacceptable behaviour" may be escalated to "serious unacceptable behaviour", depending on the severity of the behaviour.

School uses a graded approach to behaviour identification, referred to as 'Going for Gold'. Positive behaviours are recognised by staying on Green or moving to Bronze, Silver or Gold. Poor behaviours are identified as Orange, Grey or Purple. Grades have specific, identified rewards and sanctions.

4. Bullying

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: ● 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

No form of bullying will be tolerated and all incidents will be taken seriously.

Preventing, identifying and responding to bullying

The responsibility of staff

- To work with SLT and outside agencies to identify all forms of bullying
- To actively provide opportunities to develop pupils' social and emotional skills (through Circle Time, PSHE, MIND Workshops and Collective Worship), including their resilience and self-esteem

- To consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support, the Online Safety curriculum and through the Pupil Parliament and House Collective Worships
- To participate and promote themes of friendship at all times, specifically during Anti-Bullying Week
- To know the definition of bullying and follow the school's Behaviour Policy and procedures

The responsibility of the parents

- To know who to contact if they are worried about bullying
- To work with the school to address issues beyond the school gates that give rise to bullying (Online Safety, Cyber-Bullying)
- To know about our complaints procedure and how to use it effectively

The responsibility of the pupils

- To adhere to the school's Going for Gold and Golden Rules
- To accept responsibility and consequences of their actions
- To feel they are able to discuss their views on the extent and nature of bullying through Circle Time and PSHE
- To know that they can tell an adult in school if they are worried about anything at home or in school

5. Roles and responsibilities

St Barnabas' School is committed to encouraging positive behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

5.1 The governing body

The governing body is responsible for:

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

5.2 The Headteacher

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- 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
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- 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 by liaising with external agencies (Educational Psychologist, SALT, MIND, NSPCC)

5.3 Teachers and staff

Staff are instrumental in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships. This will help pupils see examples of good habits and be confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

- To promote a positive ethos of learning and respect for others where groups of children make every effort to ensure that others thrive learn and achieve in an atmosphere of respect and dignity
- To enable pupils to show high levels of engagement, courtesy, collaboration and cooperation in and out of lessons
- To promote excellent attitudes to learning by ensuring that lessons are interesting and stimulating

- To encourage pride in the classroom and the school as a whole in which it is a safe and positive place in which to work (e.g. teach and encourage tidiness, keep displays fresh and pertinent to learning, teach pupils how to look after equipment and resources)
- To teach the pupils explicitly how to behave in different situations (e.g. in Collective Worship; when walking in the corridors; practising lining up) and explain why it is important to behave in the way we do in different situations
- To understand that behavioural issues individuals exhibit trauma/anxiety/stress in a variety of ways and allow them the time and space to express their feelings in a calm place
- To respond to underlying emotions (SEMH) rather than behaviour, by understanding the connection between emotion and behaviour
- To respond calmly, clearly and consistently to children's behaviour. Children and young people need to be aware that their behaviour has consequences; however, they require patience, reminders and clear boundaries that are repeatedly explained in different ways and enforced consistently with the Going for Gold system (appendix 2)
- To incorporate Zones of Regulation (appendix 3) in the classroom and in the playground to help pupils regulate their emotions and enable them to become highly adept to manage their own behaviour
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential
- To encourage parental involvement in the child's educational progress throughout the school
- To praise good conduct and to support and correct any inappropriate conduct
- To foster a culture of responsibility for actions and consequences
- Record behaviour incidents promptly on CPOMS

Where a pupil's behaviour outside of school has an impact on school life, the school will take appropriate measures to deal with this. Where appropriate, this may involve working with external agencies.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Our school has an important role, in partnership with the family and the wider community, in nurturing mutual respect, a sense of responsibility and a positive work and behaviour ethic. It is crucial for parents to work positively with our school to support our behaviour policy to enable their child to flourish both in and out of school. Parents reinforcing agreed school-based

rewards and consequences helps children to accept the consequences of their behaviour and has a positive impact on their learning.

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the school vision and school ethos
- The school's Going for Gold system and School Rules
- To use the Zones of Regulation and appropriate strategies in their Tool Boxes for when they are feeling dysregulated
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture. Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy. Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Positive behaviour will be taught to all pupils as part of St Barnabas' delivery of its Christian Vision & Values and British Values, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson. Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour

6.1 Mobile phones

Pupils travelling to and from school on their own are permitted to have mobile phones with parental permission. Once in school, pupils must switch off their mobile phones and put them in the draw in the school office.

7. Responding to behaviour

7.1 Classroom management

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 behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:

1. Greeting pupils in the morning/at the start of lessons
2. Establishing clear routines
3. Communicating expectations of behaviour in ways other than verbally
4. Highlighting and promoting good behaviour
5. Concluding the day positively and starting the next day afresh
6. Having a plan for dealing with low-level disruption following the Going for Gold system
7. Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs 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, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.3 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.

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

Positive behaviour will be rewarded with:

- Positive affirmation in Friday Worship - Stand up for a clap for Green/Bronze/Silver/Gold all week
- Special Certificate for Gold Behaviour- Parents invited into Friday Worship.
- Gold Badge with name in newsletter.
- Positive affirmation in Friday Worship and sticker – once 3 occasions achieved - win the silver badge.
- Positive affirmation in Friday Worship and sticker – once 5 occasions achieved - win the bronze badge
- Verbal praise and stickers
- Photocopy good work to be shared at home with parents/carers
- Informing parents verbally
- Postcards home (in envelopes)
- Class recognition of achievement- Star of the Week
- House Points- whole house rewards (own clothes day)
- Positive Behaviour Box
- Leadership opportunities
- Communicating praise to parents via a phone call or written correspondence
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Good Behaviour Reward (GBR)

7.4 Responding to misbehaviour

Instances of unacceptable behaviour are taken seriously and dealt with immediately according to our Going for Gold system. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

Staff will report incidents 'Purple' behaviour on CPOMS and alerted staff will respond in line with their responsibilities. CPOMS will be used to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, reflection time, restorative justice meetings or a phone call with parents / carers, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the behaviour recurring. After an initial incident of negative behaviour, staff will follow 'Purple'

procedures.

Following repeated incidents of 'Purple' behaviour, the following sanctions are implemented:

● The Headteacher will consider whether a longer period of class withdrawal might be appropriate based on a child's age and stage.

● The Headteacher may consider whether the pupil should be suspended, in line with the school's Suspension & Exclusion procedures, and will determine the length of the suspension.

● Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

● Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.

● Where SEND is not identified, but the Headteacher determines that support is still required for the pupil, Behaviour Support Plan will be created to outline the necessary provisions in place.

The Headteacher will consider whether a permanent exclusion is necessary, in line with the Suspension & Exclusion procedures, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

● The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Headteacher.

● The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.

● The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified 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.
The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Name being moved down on 'Going for Gold' system
- A verbal reprimand and reminder of the expectations of behaviour
- Requesting work be completed in break or lunchtime periods
- Loss of outdoor time with peers (playtime or lunchtime)
- Loss of privileges – for instance, the loss of a prized responsibility, loss of after school teacher led clubs
- Removal of the pupil from the class for a period of reflection
- Email to parents/ carers for 'Grey' behaviour
- Referring the pupil to a senior member of staff
- Letter, phone call or text to parents for 'Purple' behaviour
- Agreeing a behaviour plan/target
- Putting a pupil 'on report' as part of a Behaviour Plan
- Internal or external Suspension
- Permanent suspension, in the most serious of circumstances

Please note: The particular circumstances of a pupil my need to be considered when choosing sanctions and decisions; this will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Reasonable force

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

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 on a Positive Handling Form (which is uploaded onto CPOMS) and then recorded onto a Positive Handling Log to ensure school tracks for patterns and trends. Any positive handling will be reported to parents

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

7.6 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's 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 also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by TWO members of staff who have been authorised to do so by the Headteacher, or by the Headteacher and a staff member.

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 Headteacher or designated safeguarding lead (or deputy) 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:

- Phone the parent
- 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 will entail – 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 cooperate, the member of staff will contact the Headteacher / designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to contact the police (see below). 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.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, backpacks, book 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

Searching pupils' possessions

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

- Trays
- Bags

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

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present. If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

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

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

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

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 if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please see appendix for specific guidance on 'strip searches'.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 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 has a Child on Child Abuse booklet for pupils which provides them with the necessary vocabulary to recognise this type of abuse.

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:

- Reporting to DSL or DDSL immediately
- Recording it on CPOMS
- Carrying out risk assessments, where appropriate, to help determine whether to:
  1. Manage the incident internally
  2. Refer to early help

3.Refer to children's social care
4.Report to the police

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

7.10 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 needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.
Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time; this is referred to as Grey behaviour. Purple behaviour will also require removal.

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 will only be used in response to persistent or serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate

removal.

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 the adults in the other classroom or by a member of SLT, and will be removed until they are ready to go back into their class safely.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher and as part of the Going for Gold sanctions model.

Pupils should be reintegrated into the classroom as soon as 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 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 through the use of:

- Behaviour Support Plans
- S.T.A.R Chart (appendix 4)
- Use of teaching assistants
- Short term amended timetables
- Multi-agency assessment
- Referrals to external agencies

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 CPOMS.

8.2 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. **Three incidents of Purple behaviour in one term** will warrant a fixed term suspension.

The decision to suspend or exclude will be made by the Headteacher.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must cooperate with the local authority and other bodies

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

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

In order to minimise triggers of misbehaviour, pupils with SEND needs will have:

- 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 where pupils can regulate their emotions during a moment of sensory overload
- Amendments adjustments in timetables

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will cooperate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make

contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meeting with Headteacher
- Daily contact with the Headteacher/AHT
- A Home-School Communication Book
- A Book of Successes

11. Pupil transition

11.1 Inducting incoming pupils

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

Formal and informal meetings will include discussions to understand pupils' needs in more detail (appendix 5).

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and teaching assistance. 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.

12. Training

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

- The proper use of restraint
- The needs of the pupils at the school

- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching and confiscation (recorded onto CPOMS)
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term, termly and yearly

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

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

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the governing body annually.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy

- SEND Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- St. Barnabas' CofE Primary School is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.
- Pupils have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school will fulfil its legal duties in respect of safeguarding children with special educational needs and all vulnerable children.
- It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.
- We seek to give every child a sense of personal responsibility for his/her own actions. Pupils are actively encouraged to make good choices about their own behaviour
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.
- Pupils are expected to display the high standards of behaviour required at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school. We are all ambassadors for St. Barnabas' CofE Primary School.

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

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: Going for Gold Behaviour System

	GOLD	**Positive affirmation in Friday Worship.** **Special Certificate. Parents invited into Friday Worship.** **Gold Badge. Name in newsletter.**
	SILVER	**Positive affirmation in Friday Worship and sticker – once 3 occasions achieved - win the silver badge.**
	BRONZE	**Positive affirmation in Friday Worship and sticker – once 5 occasions achieved - win the bronze badge**
Start	**GREEN**	**Start point**
	ORANGE	**Time-out in my own classroom – for age appropriate reflection time (usually between 2-10 minutes).**
	GREY	**Time out in another classroom or safe space for age appropriate time.** **Key Stage lead / senior KS teacher to be**

		informed. **BEHAVIOUR PLAN**
	PURPLE	**1 - Text to parents*** **2 - Letter from School and internal exclusion (time dependant on age) (EHT included)** **3- Headteacher writes letter of suspension** ***Today your child displayed Purple behaviour. If a 2nd incident occurs there will be a formal internal exclusion**

GOLD

- **Always displaying 'Silver' behaviour without being reminded.**
- **Having an excellent attitude in all areas of school at all times**
- **Giving up significant amounts of your own time to support another child or adult in school or in the local community**
- **Actively living out British Values and considering your role as a global citizen**

Constantly acting as a role model of our school Vision & Values

SILVER

- **Always displaying 'Bronze' behaviour without being reminded.**
- **Making a dedicated effort in every lesson**
- **Thinking of others before yourself**
- **Being self-motivated**
- **Showing initiative**
- **Encouraging others to do the right thing**
- **Telling staff in a humble and mature manner that someone has shown grey or purple behaviour**

Making a consistent effort to act as a role model of our school Vision & Values

BRONZE

- **Taking pride in your work and celebrating the work of others -** ***believing in yourself and others***
- **Including others in the classroom and playground -** ***helping others feel they belong***
- **Supporting other children in the classroom or the playground -** ***helping yourself and others to achieve***
- **Being polite at all times with children and adults**
- **Asking thoughtful and interesting questions.**

GREEN

- **Walk around the school using a respectful voice which doesn't prevent others from learning**
- **Walk into and out of Worship in silence**
- **Show wisdom by listening to, and following, the instructions of adults in school**
- **Show kindness and respect to others**
- **Show resilience when learning is challenging or you make a mistake**

ORANGE

- **Talking during teaching time which disturbs others (in class or in the corridors)**
- **Talking on the way into or out of Worship**
- **Not listening to, or following instructions from an adult**
- **Running or pushing in the school building**
- **Calling someone hurtful names**
- **Dropping litter**

GREY

- **Repeated 'Orange' behaviour**
- **Damaging other people's or school property**
- **Throwing things**
- **Hurting people physically by pushing, pinching or hair pulling**
- **Being rude or answering back**
- **Refusing to work**

PURPLE

- **Persistent 'Grey' behaviour.**
- **Serious disobedience**
- **Being racist, homophobic, sexist or offensive to someone about their religion or cultural practices**
- **Swearing or lying**
- **Stealing**
- **Injuring people (children and staff) by punching, slapping or kicking with the intention of hurting them**

Appendix 3 3 Steps to Success and Zones of Regulation

1. **Identify the emotion**	**BE** **I understand you're feeling…** **I think you might be feeling…** **I wonder if…** **You look a bit…**
2. Set the limits on the behaviour 	 **2. SET LIMITS** **When you feel like that, you mustn't…** **Being…doesn't mean you can…**
3.Problem solve together 	 **3. PROBLEM SOLVE** **Next time someone makes you feel like that, you must tell someone.** **How can I help you move forward?** **What would help?**

Research from the Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies shows that self-regulation strategies can help children manage their own behaviour and aspects of their learning.

The Zones of Regulation uses four colours to help children self-identify how they're feeling and categorise it based on colour. The curriculum also helps children better understand their

emotions, sensory needs, and thinking patterns. They learn different strategies to help them cope and manage their emotions based on which colour zone they're in.
The Zones of Regulation helps children recognise their own triggers and become more attuned to how their actions affect other people

Here are some skills taught during The Zones of Regulation:

- Identifying your emotions by categorising feelings into four zones (Blue, Green, Yellow,Red as above)
- Self-regulation: Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- Identifying triggers: Learning what makes you "tick" and why
- Coping strategies: Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- Size of the problem: Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- Expected behaviour vs unexpected behaviour: This also covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you

KEY POINTS:

- There is no 'bad' Zone
- Everyone experiences all of the Zones at different times and in different circumstances
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit…"
- You can be in more than one Zone at a time (eg. sad AND angry)

Appendix 4: S.T.A.R CHART

(Setting, Action, Trigger, Action, Result)

S.T.A.R CHART				
DATE & TIME	**SETTING** Where, lesson, activity, people	**TRIGGER** What happened just before? Cause?	**ACTION** What did the child do? What behaviour was displayed?	**RESULT** What happened next? Staff action? How did the incident end?

Appendix 5: Additional Pupil Information

These questions may be used as part of a discussion with parents/carers and Head of School, (or member of SLT) to help understand pupil needs in more detail. We understand the sensitivities around asking these questions, but all information shared is kept confidential to

those professionals working with the pupil and enable the best support to be put in place for the child.

1. Please provide some information regarding the birth of your child (e.g. was your child born prematurely, by normal delivery or caesarean, were there any complications etc).

2. Did your child meet developmental milestones (e.g. crawling, walking, talking etc.) at expected times?

3. Where does your child sleep (e.g. in their own bed or with a parent)?

4. Has your child experienced anything traumatic (e.g. bereavement, domestic violence, etc.)?

5. Can your child do things for themselves such as use the toilet, dress, brush their own teeth?

6. Are there any other agencies involved (e.g. OT, SALT, Social Worker)?

7. What subjects does your child enjoy best in school?

8. What subjects does your child find challenging?

9. Is there anything else that you feel is important to share with us so that we can make the transition into our school a positive one for your child?

10. Would you be happy for us to contact your child's current school for information as to how we can support transition to St. Barnabas'?

Appendix 6. Strip Searches

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

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

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

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 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. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2

people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will

consider any preventative approaches that can be taken.

Appendix 7 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 HT or DSL 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.