



Behaviour and Restraint Policy and Statement of Behaviour Principles

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2024**

It will be reviewed Autumn 2025

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1. Aims

This policy aims to:

- › Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- › Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- › Outline the expectations and consequences of behaviour
- › Provide a consistent approach to behaviour management that is applied equally to all pupils
- › Define what we consider to be unacceptable behaviour, including bullying and discrimination

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](#)
 - › [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

Misbehaviour is defined as:

- Not following our school values
- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

(See traffic light behaviours generated by the children)

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

The school takes bullying very seriously. However, the term "bullying" needs to be further clarified. It is our experience that, after investigation, many children who speak about being bullied have in fact fallen out with another child. This may have resulted in inappropriate behaviour, but is not 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 when all three points are present:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against (imbalance of power)

Bullying can include:

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

We make reference to the acronym below to help children understand that bullying is hurtful behaviour that happens:

Several

Times

On

Purpose

The school has a number of strategies for dealing with this situation at a group, class or whole school level. All children are encouraged to speak out and talk to an adult if they have any concerns, in the knowledge that all staff will listen and act swiftly in order to deal with such issues.

For further details please refer to schools' Anti-Bullying Policy'.

5. Roles and Responsibilities

5.1 The Governing Board

The Curriculum Committee is responsible for:

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

5.2 The Headteacher

The headteacher is responsible for:

- › Reviewing this policy in conjunction with the Curriculum Committee
- › 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
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and Staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents on CPOMS
- › Challenging pupils to meet the school's expectations

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

5.4 Parents and Carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
 - › The school's key rules and routines
 - › The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - › The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Behaviour Curriculum

Avondale Intent

At Avondale School we want our children to be proud of themselves, Avondale School and the community we serve. Avondale School has a positive ethos which includes mutual respect, supportive relationships and encourages pupil voice. Reading and language are at the heart of our Avondale curriculum. Pupils are provided with memorable learning experiences through a balanced, progressive curriculum. Through our 'Avondale Adventure' we promote high expectations for behaviour and achievement. Our aim is for all our pupils to be educated citizens thus making a positive contribution to the community. This combined, will help them get ready for life in a diverse, developmental and ever changing world.

School Values and Code of Conduct

At Avondale School we are on our 'Avondale Adventure'. Whilst on this adventure, the following values will be instilled and promoted in our children: Respect, Resilience, Kindness, Do your Best, Learning and Make the Right Choice.

To clarify expectations and be clear on school rules and routines, the following behaviours need to be known to, and reinforced by, all staff including supply teachers, support staff, students and non-teaching staff. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Arriving at school

- Must arrive at school by 8.45am

- Children are welcomed with an individual, personalised greeting from 8.35am where morning work (do it now work) will be set to ensure a calm transition
- Once on the yard, walk quietly and sensibly into school and complete 'do it now' work set

In the cloakroom

- Hang coats and bags up on hooks
- Only handle your own property unless you are asked to touch others by the teacher
- If the cloakroom is crowded, wait your turn
- Always clear the cloakroom quickly – don't hang around

In the classroom

- Follow our talk and discussion guidelines
- Listen to teachers, other children and adults
- Look after the classroom by keeping it tidy and looking after equipment
- Be kind and helpful, share equipment
- Walk into the classroom quietly and sit down - look for your 'do it now' work
- Leave the classroom quietly
- Follow instructions carefully
- Work quietly and always do your best
- Walk around the classroom

(School rules/values are also discussed and agreed with children on the first day – they also link with British Values)

Assembly

- Assembly begins as soon as you quietly walk into the hall
- Sit quietly, remember the three rules of sitting: legs crossed, hands on lap or folded and straight back
- Listen to others and participate in the assembly as instructed by the leader
- Quietly leave the hall and go back to your classroom - keep to the left

In the playground

- On the way out to play, go to the toilet if you need to, and collect your coat

- Stay within the playground boundaries
- Think about safety when you play, and act in a way that will not hurt others
- Always think about others, how they feel, what they may need
- When the bell rings, listen carefully for the teacher on duty to blow the whistle.
- Stand still and when your class is called please walk quietly into school in single file

During school meals

- Make sure your hands are clean
- Say “please” and “thank you” to all the staff who give you food and help you
- Queue quietly without pushing, think of others
- Try not to spill food on the floor
- Eat your dinner sensibly,
- Use your knife, fork and spoon properly
- Talk quietly
- Only speak when you are not eating
- Tidy up your tray
- Leave your table and the floor clean and free of food
- Walk in the direction you have been told by welfare staff
- Respect the dinnertime staff

In the toilet

- When you have used the toilet – flush it
- Wash and dry your hands
- Respect other people’s privacy – do not look over or under the toilet cubicles
- Make sure the taps are turned off after you have used them, be responsible about using the Water
- When you have finished, look to see if you have left the toilets clean and tidy
- If there is a problem in the toilets please let your teacher know as soon as possible

Around school

- Walk in a line ‘shining’ sensibly, one behind the other
- Where possible line up in register order
- Keep to the left where possible

- Look to see if there is someone behind you, if there is hold the door open for them
- Move around the school quietly and sensibly
- Be polite to, and make way for, adults and visitors to the school.
- Smile and greet other people around school using your oracy skills

During swimming and outings

- Sit down on the bus or coach and always wear your seat belt
- Walk in pairs or in single file as instructed
- Look and think – remember road safety rules
- Be polite and set a good example to everyone
- Get changed quickly, quietly and sensibly at the swimming baths
- Respect your own and other people's property
- Respect other people's privacy when getting changed – if possible face the wall when getting changed
- Think carefully about the safety instructions given to you by your teacher/group leader

During indoor playtimes

- Use the games and equipment that your teacher has agreed to (no scissors/internet)
- Stay in your seat wherever possible
- Respect classroom equipment, including rainy-day things
- Tidy-up quickly when asked to
- Share and play fairly
- Stay in your own classroom
- Always ask if you need to leave the classroom or go to the toilet
- Do not use the internet

6.1 Mobile phones

- › If a child needs to walk home from school, mobile phones are allowed to be brought into school but **MUST** be stored in the office
- › Phones may be also brought into school for medical purposes e.g. diabetes though they **MUST** only be used for medical purposes
- › School accept no responsibility for phones that are brought into school this is at parental risk
- › All phones must be switched off whilst on school premises and must be kept in the office

- › If a child is caught using their phone in school then the phone will remain in school until a trusted adult can come to collect it

7. Responding to Behaviour

7.1 Classroom Management

Teachers and adults working in the classroom will aim for high standards and consistency throughout the school in the management and organisation of all classroom and extra-curricular activities by:

- › Ensuring school values are discussed and agreed on the first day of school each year. Assemblies and lessons further embed them as part of our daily routine to ensure our children understand their importance. See Appendix 2 for the 'Avondale Adventure'.
- › Ensuring that procedures are clearly understood regarding pupil discussion, talk guidelines, participation in activities, movement in class, the way in which work is handed in, and what pupils should do when tasks are completed
- › Ensuring explanations are clear
- › Ensuring work requirements of pupils are clearly set out, and progress is monitored carefully; clear instructions are given so that activities run smoothly
- › Ensure that misbehaviour is handled quickly and calmly so that the pace of a lesson or activity is not lost and further disruption is minimised
- › Develop good listening skills and react appropriately to pupils' opinions and responses
- › Ensure that work set is appropriate to the pupils' ability
- › Ensure that clear goals are set for each activity and all pupils understand them before a lesson begins
- › Ensure that lessons and activities start and end on time
- › Ensure that classrooms are suited to a particular activity as far as is possible
- › Ensure that seating arrangements are suitable. These will often be dictated by the activity but particular attention should be paid to the location of some pupils and those easily distracted
- › Ensure that external interruptions are minimised wherever possible
- › Ensure that the necessary material for a given activity is available and ready on the tables where applicable – 'do it nows' should be visible when necessary
- › Create and update 'Behaviour Profiles' for children who require a more unique approach. The aim of a Behaviour Profile is to create a greater understanding of the child in order to de-escalate a situation in the best possible way should it arise

- Ensure that Behaviour Profiles are shared amongst staff within each Key Stage. These profiles are also shared with supply teachers
- Ensure that children understand that relationships are important. Greet and be greeted, speak and be spoken to. Smile, relate and communicate. 'Good starts' are important at Avondale – each day children are greeted with their own choice of individual greeting at the classroom door
- Ensure that all children are treated sensitively to maintain their self-esteem. Criticise behaviour if necessary but not the pupil

7.2 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, 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. Staff should adopt a positive approach and understand that the use of positive language helps to establish an environment in which children want to both respond and demonstrate their abilities

This can be encouraged by:

- Use of traffic lights system in all classes
 - Praising the good work/behaviour of an individual, group or class
 - Use praise stamps and stickers
 - Team points - totalled each week. Winning house at the end of the term to receive a non-uniform day
 - Half term celebration for classes that reach a set total of team points
 - Asking the child(ren) to show their work/discuss their achievement with other teachers/Assistant Head/Head teacher
 - Inform the child's parents of the achievement

- Display good work in the classroom/wall of fame; show it to the whole school in assembly, use of website
- Celebration Assembly, celebrating the children's achievements within and beyond school, Platinum – above and beyond, Pupil of week – children to wear a special black 'Star' jumper for the week, celebrations will also be shared on our website
- Golden time – 20 minutes at the end of each week for children that have remained on green
Children on red or amber for that week should not take part in golden time – the aim is to reward children for their good behaviour. Children could sit and read.
- Year 6 children to wear blue 'Leader' jumper and sit on stage during celebration assembly

Children cannot do well unless good standards of behaviour are introduced and maintained.

Opportunities for promoting positive behaviour strategies include:

- Whole school and class assemblies - school values will be promoted
- Consistent approach used by all staff – naming the good behaviour and linking it to our school values
- PSHE opportunities - throughout the PSHE lesson and other areas of the curriculum, including themes on citizenship, friendship, anti-social behaviour, bullying, British Values etc.
- Oracy activities, where children learn social skills and ways of communicating their thoughts and feelings in a positive, safe and nurturing environment
- School Council, play leaders, dinner time helpers – who support and help younger children across school e.g. promoting fair and fun play on the school yard, helping infant children with lunch time routines, operating as ambassadors of exemplary behaviour within the school family
- Use of outside agencies such as the school nurse, Money Matters, Mini Police, PCSOs and other members of the community

7.4 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.

De-escalation techniques can be used to help prevent further behaviour issues arising.

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.

All information regarding behaviour will be recorded on CPOMS – key people will be alerted.

Traffic Light System

- All classrooms have on display traffic lights
- ‘Traffic Light Rules’ should be displayed next to the traffic lights explaining consequences of behaviour
- At the start of the lesson all children’s names are on GREEN
- If a child has to be asked twice to change their behaviour, their names are removed from the green and put close to (but not on) the AMBER
- If the child persists in making the wrong choices, then their name is placed on the AMBER traffic light and they have reflection time which is 15 minutes usually over playtime/dinnertime. They must reflect on their behaviour. This will be reported on CPOMS by teacher and key people alerted
- If inappropriate behaviour continues, their name moves onto RED. This will be recorded on CPOMS by teacher and key people alerted
- They miss part/whole of their playtime/dinnertime to reflect on behaviour. It may also be necessary for the child to spend some ‘time out’ in another classroom
- A ‘Reflection Letter’ (Ref appendix 3) form should be completed by the child and teacher and they should take it home to discuss it with their parents
- A text will also be sent to inform the child’s parent that a ‘Reflection Letter’ has been sent home
- Class teachers will make the professional judgement as to whether they need to speak with the parent on this occasion depending on the nature of the behaviour
- A copy of this ‘Reflection Letter’ should also be kept in a central location for the attention of the SLT (File located in the office)
- At the start of the next lesson every child’s name returns to GREEN. **Every lesson is a fresh start**
- If a child has been on AMBER 3+ times within a half term, parents should be contacted to discuss the inappropriate behaviour by class teacher. Report cards are available to monitor behaviour further

Certain serious behaviours will automatically by-pass the above progression of sanctions. The list of behaviours and their sanctions should be displayed in every classroom next to the traffic lights. This list was initiated by the school council and is reviewed every three years - all children/teachers and support staff within the school have the opportunity to contribute their ideas to it.

Each half term, CPOMS will be analysed by the Behaviour Lead and SLT and acted upon accordingly. Staff need to be aware of a pupil repeatedly appearing on red/amber. If this is the case, further procedures may be necessary e.g. setting up behaviour chart, home/school liaison etc, nurturing sessions, ELSA sessions etc. Behaviour assessment will also be used on targeted children in order to plan for next steps. The SEND team and Pupil Wellbeing Team should also be alerted on CPOMS.

Within school, there may be certain children who have an IBP for behaviour. This IBP will include strategies to be put in place if inappropriate behaviour is shown – this might not be part of the traffic light system. Reasonable adjustment will be made where necessary for children with SEND/TRAUMA needs. In some cases, time out sessions with a named adult will be necessary. It is the responsibility of the class teacher to make this information available to whoever is taking their class.

(See appendix 4 for sanctions)

7.5 Reasonable force

(Please see Use of Reasonable Force Guidance – 2013 – reviewed 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf and

<https://www.gov.uk/government/publications/positive-environments-where-children-can-flourish>

The use of physical force by teachers and others authorised by the Head teacher to control or restrain pupils is sanctioned by section 93 of the Education and Inspections Act 2006. Staff can use ‘reasonable force’ to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Prevent a child from damaging property
- Prevent a child from committing an offence

The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil out of the classroom.

Physical intervention can take several forms. It might involve:

- Physical interposing between pupils
- Blocking a pupil's path - if this keeps the child or other children away from harm
- Holding - see restraint techniques from Team Teach
- Leading a pupil by the hand or arm – if this keeps the child or other children at harm
- Shepherding a pupil away by placing a hand in the centre of the back

The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

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 CPOMS and 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. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

SENCO, PWB and SLT have carried out risk assessments and have in place Individual Behaviour Plan/Positive Handling Plans for those children identified with an increased risk of having to have physical intervention. 'Team Teach' trained staff should always be called for as soon as possible when an incident occurs. By planning positive and proactive behaviour support for our more vulnerable children, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Before intervening physically, staff - when possible - should tell the pupil who is misbehaving to stop, and the consequence of what will happen if he/she does not stop. The staff member should continue attempting to communicate with the pupil throughout the incident, and should make it clear that physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach to the situation is needed and a teacher/teaching assistant should never give the impression that they have lost their temper, or are acting out of anger or frustration to punish the pupil.

Staff will always summon help from another adult as close to the time of the incident as possible. The pupil should be informed that help has been sought.

Staff should always avoid holding or touching the pupil in a way that might be considered indecent.

In the event of a serious incident the staff member must provide a record on CPOMS detailing key information.

The SLT/ Head teacher/Pupil Well Being Lead will take responsibility for informing the parents verbally or in writing of any serious incident. Minor incidents should be reported by teachers to parents verbally on the day of the incident. If the child is collected by someone different then a phone call should be made to inform the parents at the earliest opportunity.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Six members of staff have been trained by 'Team Teach' in restraint techniques.

"Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe". (George Matthews – Director)

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 a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

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

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

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency;
and

- › In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

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, 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 Headteacher or DSL to try and determine why the pupil is refusing to comply.

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

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.

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- › Desks
- › 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 that go against our 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.

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, school sporting event)
- 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).

In such circumstances the Head teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed.

School staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. School staff must follow the school's safeguarding policy.

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 . Racial Harassment

The school has a duty under the Race Relations Act 1976 to promote race equality. This means that there is a duty to:

- Eliminate unlawful racial discrimination
- Promote equality of opportunity
- Promote good relations between people of different racial groups

As a school it is particularly important that we help children to understand other cultures and the wider world. In line with the Government's 'Revised Prevent Duty Guidance', schools are specifically required to actively promote fundamental British Values – which include mutual respect and tolerance of those of different faiths and beliefs.

Racial abuse of any kind is not tolerated in school and all incidents are dealt with immediately. There may be some children who do not understand the significance or seriousness of their actions. Because of this, first time offenders are dealt with under normal school sanctions. However, they are made aware of the seriousness of their actions and told what the result of a subsequent incident will be.

Where a child is proved to have been involved in a further racist incident intending to cause offence, parents are contacted immediately and appropriate sanctions are imposed.

The incident is recorded using LA guidelines and a copy of the report is sent to the LA and any incidents are reported at governing body meetings.

7.10 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/Pupil Wellbeing will make the report.

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

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

7.11 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

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

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

7.12 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy and allegations against staff policy

8. Serious Sanctions

8.1 Reflection Time

Pupils can be issued with reflections during break time/dinnertime. The school will decide whether it is necessary to inform the pupil's parents.

When giving children reflections time, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment

8.2 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.

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 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 will be supervised by an appropriate adult for a set period of time while they calm down.

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

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, such as

- Meetings with behaviour lead, parents, SLT
- Use of teaching assistants
- Short term behaviour report cards
- Long term behaviour plans

- › Pupil support units
- › Multi-agency assessment

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 on CPOMS.

8.3 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 headteacher and only as a last resort.

Please refer to our exclusions policy for more information

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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

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

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

These may include:-

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit for long
- › Adjusting seating plans to allow a pupils with visual or hearing impairment to sit in sight of the teacher

- Adjusting uniform requirements for a pupils with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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?

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. Each case will be judged on its own merit.

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

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

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

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

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting Pupils Following a Sanction

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

This could include measures like:

- Reintegration meetings
- Daily contact with the well-being team
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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 for necessary staff
- › 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, screening and confiscation
- › Anonymous surveys for staff, pupils, parents and governors on their perceptions and experiences of the school behaviour culture

The data will be analysed by SLT.

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 the head teacher and Curriculum Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data

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

14. Links with other policies

This behaviour policy is linked to the following policies

- › Exclusions policy
- › Child protection and safeguarding policy
- › Social media policy
- › Acceptable use policy
- › ICT code of conduct
- › Online safety policy
- › Anti-bullying Policy
- › Child on child abuse Policy

Appendix 1:

Written Statement of Behaviour Principles

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

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

This written statement of behaviour principles is reviewed and approved by the curriculum committee annually.

Avondale Adventure

Our expectations for...

Respect

Treat all people with respect and look after property and equipment.

Resilience

If at first you don't succeed, try, try and try again!

Learning

Allow everyone to learn without interruption.

Do Your Best

Always set standards high in your work and behaviour.

Make the Right Choice

Understand how your choices affect you and others.

Kindness

Show kindness to others.



We expect that everyone in our school will follow 'The Avondale Adventure' in all aspects of their behaviour and learning

Reflection Letter- Avondale School

Unfortunately, your child was moved onto the ‘red’ traffic light today due to inappropriate behaviour. As a result, s/he missed part of a break time in order to reflect on how s/he can avoid this behaviour in the future.

At this time, you are not required to meet with the class teacher but we would like you to discuss this incident with your child at home. Of course, if you do want to talk to us then please feel free to get in contact – having strong home/school links is the only way to provide the best for our children.

NAME:		
DATE AND TIME OF DAY:		PROTECTED CHARACTERISTIC
STAFF MEMBER:		
WHAT HAPPENED / WHAT I DID:		
WHY I DID IT:		
WHICH SCHOOL VALUE/RULE I BROKE:		
WHAT I NEED TO DO NOW TO MAKE THINGS BETTER:		
WHAT WILL I DO NEXT TIME INSTEAD:		
EXTRA COMMENT FROM STAFF MEMBER:		

BEHAVIOUR IN AND OUT OF SCHOOL SANCTIONS

APPENDIX 4

Use of traffic light system - Verbal warning x2 - move outside amber

3rd warning - move to amber – reflection time (break time or lunchtime)

Record on CPOMS

3 + ambers in a half term – parents must be contacted over behaviour –
Report on CPOMS and alert key members of staff - record meeting with parents on
CPOMS – possible use of amber report card

4th Warning - record made on CPOMS when child moves to red

Reflection letter - appendix 1 accompanied by a text sent home. If more than 2 reds
recorded in a half term see below.

Class teacher must contact the parents to arrange a meeting to discuss behaviour and agree
actions.

Possible use of report card/ behaviour chart. Year 6 blue 'leader' jumper could be removed –
replaced with red one.

Once improvement in behaviour has occurred jumper to be returned – approx. 2 weeks. Agreed
actions entered into CPOMS

A lack of willingness to meet or engage by the parents should be reported to the SLT
immediately.

If inappropriate behaviour continues then a behaviour strategy meeting will be arranged
involving parents, class teacher, Head teacher/SLT
and SENCO/Pupil Wellbeing.

A behaviour support programme with an associated individual behaviour plan and
targets will be devised.

Suspensions and Exclusions.

IMPORTANT

Any major incident, act of violence, racist or bullying incident can lead immediately to the most
severe sanctions.

Behaviour analysis and CPOMS will be regularly monitored by members of SLT

The school may also use 1 or more of the following sanctions in response to unacceptable behaviour:

- › Sending the pupil out of the class for reflection time or to calm down
- › Sanction linked to the 'misbehaviour' eg dropping litter = picking litter up, rough at football = miss a session in the MUGA, unkindness = sorry card
- › A verbal reprimand and reminder of the expectations of behaviour
- › Setting of written tasks such as an account of their behaviour and how they feel
- › Expecting work to be completed at home, or at break or lunchtime
- › 'Detention' at break or lunchtime
- › Loss of privileges – for instance, the loss of a responsibility
- › Referring the pupil to a senior member of staff
- › Letter or phone call home to parents
- › Agreeing a behaviour contract
- › Putting a pupil 'on behaviour report'
- › Removal of the pupil from the classroom
- › Suspension
- › Permanent exclusions, in the most serious of circumstances

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.