



# Behaviour policy, anti-bullying policy and statement of behaviour principles

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## 1. Aims

This policy aims to:

- > Create a positive culture that promotes excellent behaviour, ensuring that all pupils can 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 in schools: advice for headteachers and school staff \(updated 2024\)](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [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 gives schools the authority to confiscate pupils' property
- › [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 3. Definitions

**Negative behaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude
- › Purposeful unkindness to others which causes physical or emotional hurt

**Serious negative behaviour** is defined as:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as inappropriate touching or interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude or fake images and/or videos, or sharing of unwanted explicit content
- › Vandalism
- › Theft
- › Fighting
- › Smoking or vaping
- › 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
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

### How we prevent bullying:

All members of our school community have a right to work in a secure and caring environment. Children and adults perform best when they feel safe and happy. At Livingstone, we are proud of our positive, inclusive ethos and welcoming approach to all. Bullying is contrary to our values and principles and we will not tolerate it. At our school, we promote kind and caring behaviour by example and praise. Children who display kind and caring behaviour are rewarded with praise and smiles.

We actively encourage our pupils to discuss bullying and behaviour issues through assemblies (including anti-bullying week), School Council, PSHE lessons and computing (online safety) lessons.

We promise our children that if we know about their problems, we will help to sort them out. But we need to know first. We encourage our children to share their problems with *someone*. That person, be it adult, another child or whoever, then has a duty to act. Issues are dealt with, not hidden away. We also record incidents of bullying and inform parents of all parties.

#### **How pupils/parents and carers and staff can report incidents of bullying:**

We promote excellent relationships at all levels in the school so that pupils with concerns feel confident that there is someone they can talk to and that they will be listened to. We hope that children will feel comfortable in talking to a member of staff, whether this is their class teacher or another adult, about what is going on. Our Learning Mentor always finds time to support children who are struggling.

Parents and carers can always make contact with a member of staff via telephone, email or talking to them in the playground.

Staff can make reports directly to the HT, deputy or learning mentor.

#### **How we investigate incidents of bullying:**

Staff and pupils at Livingstone Primary School promise to respond promptly and effectively to reported incidents of bullying. The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- An account will be written down
- This will be reported to the Head (or to the Deputy in the Head's absence)
- The Head will interview all concerned and make further notes as necessary
- Effective staff communication is essential – apparently trivial incidents e.g. rough play, a series of petty disagreements, could lead to a pattern being identified
- Consequences for bullying behaviour will be used as appropriate and discussed with all parties concerned
- Other relevant staff will be alerted and asked to monitor the situation; any further incidents will be reported to the Head
- Parents will be informed if the incident is serious, e.g. involving violence, or is persistent.

#### **Children who have been bullied or who are vulnerable to bullying will be supported by:**

- Having the opportunity to discuss the experience with a staff member of their choice
- Reassurance and continuous support
- Knowing that it is taken seriously and they will be listened to

#### **Perpetrators of bullying will:**

- Discuss what happened and how they were involved
- Be given help to establish what they have done wrong and the need to change
- Expect school to inform their parents if the problem persists

#### **How the school will react to incidents of bullying that occur off school premises or online:**

If the school receives reports about incidents of bullying occurring off school premises or online, the same investigation will be followed as described above. It is likely that parents will be involved at an earlier stage because it is likely to be appropriate that some consequence is applied from home too in these instances – this may be a ban on going to the park after school or the confiscation of a mobile or device.

#### **How the school records, analyses and monitors incidents of bullying:**

Where there have been sustained episodes of bullying, as with serious negative behaviour, the records made as part of the investigation are kept in a locked cupboard in the HT's office.

This allows the HT to monitor any previous occurrences between the same children or monitor any patterns in behaviour should this be needed.

### **Consequences:**

At Livingstone, we may take the following action, as deemed appropriate by the Head:

- Warnings to cease the behaviour
- Detention at breaktimes or lunchtimes
- Withdrawal of privileges and treats
- › Speaking to parents
- 
- Short fixed-term exclusions (e.g. 1-2 days)
- Longer fixed-term exclusions (e.g. 1 week)
- Permanent exclusion

If our initial strategies are unsuccessful in effecting a change in the persistent negative behaviour, we may enlist support from outside agencies, pupil support services or CAMHS. Parents will be kept informed throughout this process.

## **5. Roles and responsibilities**

### **5.1 The governing board 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 is responsible for**

- › Reviewing this policy in conjunction with the Governing Board
- › 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 negative 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 provide consequences and support where necessary.
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

### **5.3 Teachers and staff are responsible for:**

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries between acceptable and unacceptable behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through the modelling and explicit teaching of learning behaviours (any behaviour that supports learning, such as paying attention to the teacher or persevering with a difficult task) and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils

- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see Appendix 2 for a behaviour log)
- › 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, 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 incidents of negative behaviour (for example, attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, while 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 improve pupils' behaviour.

**5.5 Pupils will be made aware of the following:**

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

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

**6. School behaviour curriculum**

We will create an ethos based on tolerance and mutual respect and which is conducive to the learning and social development of all children. High standards of behaviour are expected from our children. It is our belief that the high standards of self-discipline to which we aspire can only be developed in an atmosphere of care and respect for one another. The whole ethos of the school and the way in which it is organised are geared to this end.

Children have an opportunity to learn about positive behaviour and strategies during assemblies (including anti-bullying week), PSHE lessons, computing lessons (online safety) and as part of the school's 'hidden curriculum', namely the values we impart through the way school staff treat them and each other.

We are particularly concerned that our children should have an understanding of people from other faiths, cultures and lifestyles. We achieve this through RE lessons, PSHE lessons and assemblies covering faiths and events such as Black History Month. Any form of racist or homophobic behaviour, such as name-calling, is unacceptable in our school. We are obliged by law to record any such incidents and to inform parents of all parties involved (see Equality Policy).

Pupils are expected to:

- › Behave in an orderly and self-controlled way
- › Show respect to members of staff and each other

- › Speak courteously to others
- › In class, make it possible for all pupils to learn
- › Move quietly around the school
- › Treat the school buildings and school property with respect
- › Accept the consequences that result from their behaviour when given
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

### **Behaviour for Learning**

We place a high emphasis on Behaviour for Learning and our ‘Rainbow Learners’ traits. We deliver assemblies about these traits as we believe they will equip our children with the skills that they need to succeed in life. Rainbow stands for:

R	Resilience
A	Attitude
I	Independence
N	Never Give Up
B	Best
O	Organised
W	Well mannered

### **6.1 Mobile phones**

If pupils bring mobile phones into school, these will be signed in and stored in the teachers’ desk for the full day. This will be signed out and returned to them at the end of the school day or at the end of a club if that is later. If children need to contact parents during the day, this will be done through 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 their own classroom rules
- › Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning
  - Establishing clear routines and expectations
  - Communicating expectations of behaviour verbally and in other ways
  - Highlighting and promoting positive behaviour
  - Concluding the day positively and starting the next day afresh
  - Using positive reinforcement

### **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 negative behaviour 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 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 policy for more information.

### **7.3 Responding to positive 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:

- > Verbal praise or gesture
- > Smileys
- > Communicating praise to parents / carers via phone call or written correspondence
- > Certificates
- > Positions of responsibility
- > Whole class rewards

#### **7.4 Responding to negative behaviour**

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 negative behaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When deciding on consequences for negative behaviour, 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 1 or more of the following consequences in response to negative behaviour:

- > A verbal reprimand and reminder of the expectations of behaviour
- > Setting of written tasks such as an account of their negative behaviour or a letter of apology
- > 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 prized responsibility
- > Referring the pupil to a senior member of staff
- > Letter or phone call home to parents/carers
- > Agreeing a behaviour contract with individualised rewards
- > Removal of the pupil from the classroom to another classroom, office or to complete work in isolation
- > Internal isolation
- > Suspension
- > Permanent exclusion, 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.

#### **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 and reported to parents/carers (see Appendix 2 for a behaviour log)

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

## 7.6 Confiscation and searching

Searching 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/carers, if appropriate.

### Searching pupils' possessions

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

'Outer clothing' includes:

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

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

- › Desks
- › Trays
- › Bags, lunch boxes or pencil cases

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.

### 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 gender 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 gender 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 gender as the pupil; **or**
- › It is not reasonably practicable for the search to be carried out in the presence of another member of staff

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

If the authorised member of staff considers a search to be necessary, but 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
- › Explain the process and gain consent from the pupil

If the pupil refuses to agree to a search, the member of staff can give an appropriate consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher / deputy, to try to determine why the pupil is refusing to comply.

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

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

#### **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/carers**

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

- › What happened

- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any consequences that have been agreed for their child

### **Support after a search**

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

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

### **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.

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.

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.

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

### **Communication and record-keeping**

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them 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/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

### **Who will be present**

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

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

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

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

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

The appropriate adult will:

- › Act to safeguard the rights, entitlements and welfare of the pupil

- › Not be a police officer or otherwise associated with the police
- › Not be the headteacher
- › Be of the same gender 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 in a safe space 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.

### **7.7 Off-site negative behaviour**

Consequences may be applied where a pupil has shown negative behaviour off-site when representing the school. This means 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

Consequences may also be applied where a pupil has behaved negatively off-site, at any time, whether or not the conditions above apply, if the negative behaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school
- › Attending wrap around care on the school site

Consequences will only be applied 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 negative behaviour or bullying**

The school can put in place consequences for pupils for online negative behaviour when it:

- › 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

Consequences will only be put in place on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

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

If a decision is made to report the matter to the police, the headteacher or deputy head 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 put its own consequences in place, as long as it does not conflict with police action.

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

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

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

### **7.11 Managing 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 the most appropriate action following the guidelines of 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 the most appropriate action following the guidelines of 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 further support, 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 managing allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils.

## **7.12 Consequences for serious negative behaviour**

### **Detention**

Pupils can be issued with detentions during break or lunchtime. This can be for the whole break, the rest of the break or several play / lunch times in a row. All staff are allowed to issue play and lunch detentions but will explain to the HT or deputy why a child is missing the break. The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

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

### **Asked to leave classrooms**

In response to serious or persistent breaches of this policy, the school may move the pupil from the classroom for a limited time. This may be for a 5 or 10 minute reflection time or for a longer period of time when pupils will be asked to complete work.

Being asked to leave is a serious consequence for negative behaviour. Staff will only move pupils from the classroom once other behavioural strategies have been attempted unless the behaviour is so extreme as to warrant an immediate move.

Being asked to move can be used to:

- › Restore order if the pupil's behaviour is causing severe disruption to childrens' learning
- › Maintain the safety of all pupils
- › Allow the pupil behaving negatively to continue their learning in a managed environment
- › Allow the pupil behaving negatively to regain calm in a safe space

Pupils may be moved into a neighbouring classroom in which case they are supervised by staff there. If they are moved to the HT's office or the main office they will be supervised by the Headteacher / deputy / SENDCo or Learning mentor. They will be moved until they are able to be safely returned to the classroom and reintegrated into the lesson/activity.

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.

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

- › Support from Learning Mentor
- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Pupil support units
- › Multi-agency assessment

### **Suspension and permanent exclusion**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent negative behaviour which has not improved following in-school consequences 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.

## 8. Responding to negative behaviour from pupils with SEND

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

When dealing with negative behaviour from pupils with SEND, especially where their SEND has an impact on their ability to respond appropriately, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- › If a pupil has an education, health and care plan (EHCP), 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 negative behaviour, 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. Types of preventative measure may include, but are not limited to:

- › Short, planned movement and sensory breaks
- › Adjusting seating plans
- › Adjusting uniform requirements for sensory or medical issues
- › Staff training
- › Use of separation spaces such as sensory zones or TEAACH work stations
- › Personalised curriculum for those with an EHCP who need it.
- › Use of the Zones of Regulation

### 8.2 Adapting consequences for pupils with SEND

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

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil 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 decide on a consequence for the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

### 8.3 Considering whether a pupil displaying negative behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENDCO) may evaluate a pupil who exhibits negative 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, pupil support services, medical practitioners and/or others, to identify or support specific needs.

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

#### **8.4 Pupils with an education, health and care plan (EHCP)**

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 matter. If appropriate, the school may request an emergency review of the EHC plan. Details of Tameside's offer can be found here <https://www.tameside.gov.uk/localoffer>

### **9. Supporting pupils following a consequence**

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures such as:

- › Reintegration meetings
- › Regular contact with the pastoral lead
- › A report card or behaviour chart with personalised behaviour goals

### **10. Pupil transition**

#### **10.1 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.

#### **10.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **11. Training**

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

- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development. A staff training log is kept by the HT.

### **12. Monitoring arrangements**

#### **12.1 Monitoring and evaluating behaviour**

The school will collect data on the following:

- › Behavioural incidents
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for pupils and parents

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 protected characteristic

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

### **12.2 Monitoring this policy**

This behaviour policy will be reviewed by the headteacher and full 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 Governing Body. The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body annually.

### **13. Links with other policies**

This behaviour policy is linked to the following policies:

- › Suspension and Permanent Exclusions policy
- › Child protection policy
- › Physical restraint policy
- › Mobile technology policy
- › Online safety policy
- › Acceptable Use policy
- › Equalities scheme and Public Sector Equality Duty
- › SEND Policy

## Appendix 1: written statement of behaviour principles

At Livingstone we aim to provide the best educational environment where the children have grown, learned and achieved together. We believe in creating determined, resilient learners who have high expectations of themselves and high aspirations for the future. We want students to leave us having achieved their potential; being supportive, kind and tolerant to others and ready for the next stage in their education.

Our core values are:

- To value each and every child as an individual
- To ensure all are supported to achieve their best.
- To ensure children show care and consideration for others
- To ensure children are tolerant of others and show respect towards them.

Key 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
- › Consequences 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 the handling of 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 full Governing Body annually.

Approved by Governing Body  
21 October 2024



Chair of Governors

## Appendix 2: behaviour log

Used as a prompt for what to include when writing up serious incidents that you have been asked to record.

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY CONSEQUENCES?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	