



Behaviour policy

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This policy sets out a model behaviour policy for schools in the Kent Catholic Schools' Partnership. Section(s) 3, 4, 6-10, 12 and 14 set out the specific arrangements for each school.

1. Aims

This policy aims to:

- › Create a positive culture with Gospel values at the heart 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 Gospel 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 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2024](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 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:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Catholic Values

As a Catholic school, the Gospel values are at the heart of our school.

As a whole school, we reflect and refer to the taught values within the Parable of the Sower. We consider what type of soil we want to be and what we need in our own soil to grow as seeds in God's creation. These permeate all aspects of life at our school for every member of the school community. The following values guide and underpin all our relationships, actions and decisions.

Our school-wide values are Love, patience, respect, resilience and kindness.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Disrespect of school property, the site, facilities or equipment
- Disrespect of adults, including both staff and visitors
- Incorrect uniform

Serious misbehaviour 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 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/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Smart Watches
 - Mobile phones that have not been handed into the school office

5. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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"> • 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Where an allegation of abuse is made by a pupil against other pupil/s, the school follows the procedures set out in the Trust's Child Protection & Safeguarding Policy.

Allegations of bullying can be reported to the Headteacher, Senior Leader or SENCo by children or adults.

- Parents/carers can raise concerns of suspected bullying, or incidents of bullying in writing through email or letter. Equally, they can be raised verbally through a face-to-face meeting.
- The school will then investigate the concerns raised through reviewing in-school evidence and records, discussion with members of staff, meetings with relevant pupils and their families.
- Incidents of bullying are recorded on CPOMs. This data is monitored in weekly DSL meetings and incidents of bullying are reviewed and monitored. This is reported to the Local Governing Committee at each meeting through the year.
- Sanction procedures will be in line with our behaviour management procedures, see Section 7 of this policy. Sanctions will be relevant, personalised and meaningful to each individual situation and each case will be considered individually.

- If it is found that a child has been bullied, or that a pupil(s) is vulnerable to bullying, support will be put in place for that pupils). This could include counselling, emotional support, friendship interventions, additional emotional literacy support, or we could seek additional support from outside agencies.
- As a school we are proactive in preventing bullying taking place amongst our pupils. We support Antbullying Week every year and frequently revisit the themes and core teachings of this throughout the year across the whole school. We promote kindness and respect and our Christian values underpin social and emotional teaching within school. We encourage children to speak up and a culture of mutual respect, where pupils have the confidence to have a voice and speak out if they are concerned or upset about anything. We prioritise pastoral support in every class and each class has the opportunity for emotional check-ins every day.
- Staff and governors are supported to develop their understanding of bullying, how to prevent it and how to support pupils who do experience this through safeguarding training annually and through an embedded safeguarding course.

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
 - Provides a consistent approach to behaviour management
 - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
 - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
 - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
 - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to 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 staff, 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 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)

6.3 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 the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers are expected to:

- 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, 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 tackle behavioural issues.

6.5 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 standards, and the consequences they will face if they don't meet the standards
- The pastoral support 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 induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of 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.

7. School behaviour curriculum

Our Behaviour Policy nurtures and celebrates the whole child. We inspire each other to make the world a better place through our behaviour, relationships and attitudes. Our Behaviour Policy is rooted in Gospel values, focusing on the positive and continuously modelling and recognising the behaviour we wish to see. The children experience the joys of life in all its fullness, giving them an excellent springboard for their next step of education and a strong foundation for the rest of their lives.

We want to equip the children with the knowledge, skills, growth mindset and resilience to soar in an everchanging world, so that they are capable of managing their own behaviour and responding positively to direction from those in authority. We want them to believe in themselves and see themselves as good role models.

Our belief in the unique dignity and value of the human person as made in the image and likeness of God underpins the approach to behaviour management at St Augustine's.

At St Augustine's all children, including disadvantaged pupils and those with SEND, are supported to achieve high standards of behaviour through high expectations, excellent models, scaffolding and challenge, interventions, 1:1 and small group support, and a highly inclusive environment. Appropriate adjustments may be made to this policy for individual children where appropriate.

Our Behaviour Policy draws on the work of Paul Dix and other high-quality, research-led resources.

As a Catholic school, we recognise that every individual is unique and precious to God. We are therefore dedicated to going the extra mile, so that no-one slips through the net and everyone can flourish:

Believing in God, themselves and each other;

Belonging within our school and church community;

Being as brilliant as they can, and encouraging and supporting those around to be as brilliant as they can be.

Pupils are expected to:

- Know the Behaviour Policy and engage in discussions about it.
- Participate in discussions in school, and at home, that are aimed to develop an understanding of the Behaviour Policy.
- Adhere to the Behaviour Policy whilst in school, on off-site visits, and to and from school.
- Support other members of the school community in promoting the expectations of good behaviour
- Ensure school work and homework is well presented, completed to a high standard, and handed in on time. If students are struggling to meet the requirements of their workload for any reason, they should discuss this with their class teacher or tutor who will work with them to draw up a support plan
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

Parents and carers are expected to:

- know the Behaviour Policy and actively support it through discussions with their child(ren) as appropriate, role modelling and leading through example to support the expectations of the school
- ensure their child(ren) adhere to the school's expectations; that they are in school on time, appropriately dressed, rested and equipped.

Staff, volunteers, governors, contractors, parents and visitors are expected to:

- set high standards of professional behaviour, politeness, self-discipline and respect to all.
- listen to pupils, making it clear through their response that pupils' comments are being taken seriously and are of importance
- actively support the Behaviour Policy through discussion with pupils, role modelling the expectations at all times in and out of school and leading through example
- report concerns related to behaviour of pupils, staff, governors and parent/carers to the relevant member of the SLT or agency as laid out in this policy or other policies (such as Safeguarding or Whistle Blowing)

Staff are expected to:

- discipline pupils whose behaviour is unacceptable, who break school expectations or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)
- discipline pupils at any time the pupil is in school or elsewhere under their charge
- apply the principles, rewards and sanctions as detailed in the Behaviour Policy as part of their classroom and behaviour management

Governors are expected to:

- refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate all issues
- know the school's Behaviour Policy and actively support it, in particular role modelling the expectations at all times whilst in and out of school.

School expectations that apply at all times to pupils, staff, parents, volunteers and visitors

- Always be on time
- Maintain good attendance. Pupil regular attendance is expected by law and the school takes attendance very seriously. A register is taken at the start of each morning and afternoon session and disciplinary action will be taken against any pupil who is discovered to be truanting. More information can be found in the school Attendance Policy
- Unauthorised absences will be managed by in line with the school Attendance Policy
- Keep your appearance smart and tidy; pupils are expected to wear regulatory school uniform at all times to and from school
- Be polite and respectful at all times
- Be considerate of all others within your environment
- Take care of your environment; keep it tidy and place litter in the bin
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances

- The following items are not allowed in school - alcohol - drugs (in the case of where a pupil needs to take medication during the school day, please refer to the school's Medication Policy) - items that can be smoked, such as cigarettes, cigars - matches, lighters - chewing gum - weapons - material that is inappropriate or illegal for children to have, e.g. that is racist or pornographic

Behaviour outside of school

Off-Site Visits

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

Travel to and from school

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school.

In the Community

The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers. 4. Behaviour Management School Expectations

7.1 Mobile phones

The school's mobile phone policy can be found here

<https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.staugustineshythe.org.uk%2Fattachments%2Fdownload.asp%3Ffile%3D474%26type%3Ddocx&wdOrigin=BROWSELINK>

If a child is found using a mobile phone in school the phone will be confiscated and taken to the school office and parents will be informed.

8. Responding to behaviour

It is important there are clear structures and predictable outcomes to ensure the best possible impact on behaviour. At St Augustine's, we have three golden rules:

Be Ready, Be Respectful and Be Safe

These can be applied to a wide variety of situations. In our school, we explicitly teach and model the expected behaviours so that both children and adults are clear about how these are meant to look.

- Consistent, calm adult behaviour
- Positive recognition of good behaviour and manners
- Restorative Follow-up

We understand that, for some children, following these expectations all of the time can be challenging or beyond their current developmental level. Where this is the case, these children will have a tailored behaviour plan that suits their needs and enables staff to continue to reinforce positive behaviour.

Visible adult consistencies

Through daily repeated behaviours, adults will foster respectful relationships with the children. Adults will do this as follows:

- Meet and greet – families will be greeted on the gate by available members of the senior leadership team and at their classroom door or in their classroom by the teacher or teaching assistant. This enables everyone to start the day positively.

- Calm and consistent – adults will avoid shouting at the children, or becoming emotionally charged (an adult raising their voice to be heard across the playground, for example, may be necessary at times).
- Recognise best conduct – ‘catch the good’, adults will endeavour to seize every opportunity to notice children’s positive behaviour.

Whole School Language and Gestures
Thank you, instead of please. “Legs crossed, thank you”; “ready to learn, thank you”
“Eyes this way”
Silent hand signal
Counting down to silence on hand – 5,4,3,2,1

- Ready to learn – when children enter the building from playtime they are to calmly and quietly go to their seat. Once in their classroom, they are to silently sit down and commence the task they are given (Be Ready).
- Be respectful – children are expected to show respect and good manners at all times and will be frequently complimented for demonstrating these (Be Respectful)

Fantastic Walking – children are to walk single file, on the left, and quietly or silently, as instructed (Be Safe). They should follow behind an adult. Any child not following the instructions will be sent to the back of the line. Any adult seeing this happen may do that.

8.1 Classroom management

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

They will:

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

8.2 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

<https://www.staugustineshythe.org.uk/key-info/policies-privacy-notice-and-equality-objectives/school-policies-and-equality-objectives>

8.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

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

Positive behaviour will be rewarded with:

Recognition is:

- focused on effort
- is collaborative, not competitive
- starts afresh in a new lesson or session
- a process where children are encouraged to make personal improvements, not in comparison to others

We recognise the children's efforts by:

- Praising them verbally
- Acknowledging the child's effort and making it contextual.
 - "I love the patience being shown here – thank you for keeping the corridor safe"
- Positive messages home
- Adults may send home electronic messages, notes, postcards or sticker labels; recognising and celebrating a child's efforts, or speak to parents or carers in person or by phone about a child's positive behaviour.

Celebration Assembly

- Children can celebrate their learning, or achievements inside and outside of school in our whole school assembly at the end of the week.

Preventative and De-escalation Measures

We believe that preventing inappropriate behaviour is more effective and beneficial to pupils than managing situations when they occur. The aim is to create a safe, positive, and productive learning environment, based on the principles of consistency, fairness and engagement. In order to provide this, the school manages behaviour through positivity.

To do this, adults and children

- work to ensure positive, professional and mutually respectful relationships are developed between staff parent/carers and each pupil
- acknowledge and celebrate the talents, gifts and differences between individual pupils
- are always asked to do the best they can. Staff members' will teach and facilitate this behaviour
- praise and recognise appropriate behaviour
- use behaviour management strategies, such as distraction, addressing inappropriate behaviour quietly, listening to the pupil's voice
- restorative practices are used as a proactive measure to de-escalate situations and to explore, restore and repair relationships

8.4 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, including the use of pre-arranged scripts and phrases, 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 sanctions in the future.

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

Pastoral approaches and sanctions

In all disciplinary actions, it is essential for the pupil to understand that it is the behaviour that is unacceptable, and not the child as a person. The school rarely issues whole class sanctions. The interventions and consequences in place are embedded in our expectations that the behaviour of the school community is impacting positively upon pupil learning.

At St Augustine's, we use a combination of pastoral support and sanctions.

This pathway is underpinned by the principle of 'nipping it in the bud': early intervention by adults means that children quickly recognise that their behaviour is off-track and are able to correct it. Positive, sustained improvements are welcomed and met with a fresh start.

Chances and fresh starts

Inspired by the story of the Parable of The Sower, our overarching aim when managing behaviour is that we are seeking to support children to make positive choices, but also to grow and learn through challenges or mistakes made.

This means that we give children an opportunity to correct their behaviour first, and we remind them of the behaviour pathway consequences if they continue.

Fresh starts mean that we do not allow past mistakes to cloud our potential for the future.

Once a pupil has been given a role or recognition, this should not be removed.

Managing Behaviour Pathway

Where necessary, the following behaviour pathway is followed. The starting point will depend on the seriousness of the behaviour.

LEVEL 1: Dealt with in school, parents not informed	Low level behaviour: friendship issues, play dispute, verbal incidents that can be talked through and supported at school
LEVEL 2: Parents informed at the end of the school day by the class teacher (either at pick-up, or via a phone call)	<p><i>Repeated low level behaviour, or low level behaviour that is out of the ordinary for the child would be managed in the same way as a Level 2 behaviour</i></p> <p>Higher level behaviour: physical conflict (that has not caused physical injury) with another child at school, persistent/repeated negative behaviour (e.g. refusal, disrespect to adults, unkindness to other children), swearing</p> <p><i>Please note, parents of all children involved in incidents at this level will be informed after school – prioritising informing the parents of the ‘victim’ as the first contact</i></p>
LEVEL 3: Parents informed during the school day by the Headteacher or Phase Leads* (over the phone)	<p><i>If any Level 2 behaviour persists and is repeated, this will escalate to being managed in the same way as Level 3 behaviour</i></p> <p>High Level behaviour: hitting, biting, any other aggressive behaviour that causes physical injury, deliberate unkindness that has caused distress to another child or adult, deliberate damage to property</p> <p><i>Please note, parents of all children involved in incidents at this level will be informed after school – prioritising informing the parents of the ‘victim’ as the first contact</i></p>

*This will be reliant on the timing of the incident enabling this communication before the end of the school day and may occasionally be reported later or by a different member of staff in extenuating 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.

8.5 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

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. Staff should also be mindful of any differences in size/strength between themselves and the pupil, along with their own vulnerabilities such as health conditions.

You can view the school’s physical intervention policy here

<https://www.staugustineshythe.org.uk/attachments/download.asp?file=647&type=pdf>

8.6 Searching and confiscation

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/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the 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 Senior Leader, 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.

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, desk or locker.

'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

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 identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined in section 8.6 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. Appendix 2 sets out the procedures that must be followed regarding strip searches.

8.7 Off-site misbehaviour

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

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

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

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

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

8.8 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.

8.9 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 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.

8.10 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

<https://www.staugustineshythe.org.uk/key-info/policies-privacy-notices-and-equality-objectives/school-policies-and-equality-objectives>

8.11 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 for more information on responding to allegations of abuse against staff or other pupils.

9. Serious sanctions

9.1 Reflection

Pupils can be issued with attendance in 'The Hokey Cokey Room' during lunchtime. This is a reflection opportunity with a member or SLT to discuss what went wrong, how to rectify this and how to ensure that this is not repeated in the future. The child will miss their playtime session at lunch time and parents will be informed.

9.2 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 supervision of a member of staff. This education will be 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 are supervised by a member of SLT, and will be removed for a maximum of one lesson.

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 it is appropriate and safe to do so. The school will consider what support is needed to help the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Specific support plans and risk assessments
- Use of teaching assistants to support 1:1
- Meetings and reviews for behaviour with parents
- Long-term behaviour plans
- Multi-agency assessment

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

9.3 Suspension and permanent exclusion

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 the Trust's behaviour, suspensions and exclusions policy for more information <https://www.staugustineshythe.org.uk/attachments/download.asp?file=458&type=pdf>

10. Responding to misbehaviour from pupils with SEND

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

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

As a 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 measure will take into account the specific circumstances and requirements of the pupil concerned.

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema • Training for staff in understanding conditions such as autism, PDA, ADHD, etc.
- Use of safe adults and safe spaces for pupils to use if they feel overwhelmed or are experiencing sensory overload

10.2 Adapting sanctions for pupils with SEND

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

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

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

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

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

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

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

10.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

Local Authority information and support can be found here: Contact the SEND Enquiries Hub - Kent County Council

11. Supporting pupils following a sanction

Reintegration for pupils following a sanction is a crucial step in supporting the children to become successful in school. The following measures illustrate ways in which reintegration support may occur:

- Reintegration meeting with the pupil and parents/carers
- Daily check-ins and support from class teachers and support staff
- Specific targets to focus on and celebration of success of these
- SLT check-ins weekly
- Frequent communication with parents/carers

12. Pupil transition

12.1 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.

12.2 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.

13. Training

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

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

Behaviour management will also form part of continuing professional development.

14. Monitoring arrangements

14.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed three times per year by the headteacher and presented to the local governance committee for monitoring.

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

- At school level
- By age group

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

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

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any 1 school are often too low to allow for meaningful statistical analysis.

15. Links with other policies

This behaviour policy should be read in conjunction with other relevant policies and procedures.

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 and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

Violence or threatening behaviour will not be tolerated in any circumstances.