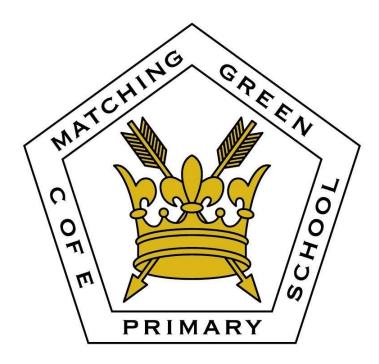# Matching Green C of E Primary School

Behaviour and relationship Policy

Matching Green Church of England Primary School

Behaviour and relationship policy

Date policy last reviewed:	January 2025		

Signed by:

	Headteacher	Date:	
	Chair of governors	Date:	

Last updated: 10 May 2024

Contents:

Appendices

Statement of intent

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values of kindness, endurance, forgiveness, friendship and thankfulness are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, respected, safe and secure.

Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to the behaviour curriculum and discipline within the school.

Our behaviour curriculum and strategy is aimed at improving educational outcomes for all children by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning performance and that because of this, self-esteem needs to be nurtured. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging and therefore best place to reach their full potential.

This policy will be reviewed annually.

Aims

- For every member of our school community to feel respected, safe and valued
- For every member of our school community to be treated fairly
- Raise awareness amongst the children to recognise and manage their own emotions and reactions and to develop an understanding of how their behaviour has an impact on those around them
- To support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult
- To maintain a calm, purposeful learning environment that allows children to fulfil their potential

The primary aim of the behaviour and relationships policy is not a system to enforce rules and sanctions, rather it is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Objectives

This policy will:

- set out clear expectations for a range of situations that children will meet within the school day and/or on the school premises
- share strategies that will be used for promoting desired behaviour to build on children's self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- praising and recognising behaviour
- share strategies that promote mutual respect
- share strategies that manage poor behaviour and provide opportunities for children to restore and move on
- share strategies for staff to manage difficult or dangerous behaviour and to have an understanding of what challenging behaviour might be communicating
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

Throughout a school day/week our children will be faced with many different social scenarios. We respect and understand that there are different ways to behave in each of these scenarios and therefore will support the children to recognise how to behave. Each of these situations is an opportunity to model and teach children routines, habits and expectations in different social situations; this also prepares children for life beyond the school gates.

1. Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'
- Church of England (2024) 'Flourishing for all: Anti-bullying guidance for Chirch of England Schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy
- Anti-bullying policy

2. Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' conduct and behaviour and implementing measures to achieve this.
- Determining the school rules and any disciplinary consequences for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

All staff members will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

- Aiming to teach all pupils the full curriculum from their starting points.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.
- Modelling high expectations of behaviour.
- Early identification of any behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, supporting pupils who display poor behaviour.
- Developing supportive, respectful, and trustworthy relationships with each other.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- understanding the consequences for inappropriate behaviour that breaks school expectations
- contributing to discussions around school and class expectations
- following the school and class expectations to support teachers to teach and learners to learn and to ensure a safe and purposeful learning environment

Parents will be responsible for:

- working collaboratively with the school so that children receive consistent messages about how to behave at home and at school
- modelling our school values, sharing expectations throughout the school year and support the school in implementing these
- participate in a supportive dialogue between school and home
- Inform the school of any personal, medical or social circumstance that might affect the behaviour of their child

- Provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- Inform the school of any concerns about their own child's behaviour
- Keep in touch with their child's class teach both formally and informally so that their child's interest can be discussed whenever necessary
- Support and co-operate with the school in implementing the behaviour curriculum and policy
- Respect the staff of the school and value their professional opinions
- Promote positive attitude towards school
- Provide and model a good example of behaviour

If the school has to use reasonable consequences, parents should support the actions of the school. If a parent/carer has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher. If the concern remains, they should contact the Chair of Governors in line with the complaints procedures.

3. Definitions

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

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal, illegal items or items not deemed age appropriate.
- Truancy and running away from school
- Refusal
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Physical harm
- Damage to property or vandalism
- Persistent disruptive behaviour
- Any behaviour that threatens safety or presents a danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

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

- Lateness
- Disruption to learning
- Failure to complete classwork
- Refusal

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

4. Staff induction, development and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The Head Teacher will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Staff will know where and how to ask for assistance if they're struggling to build relationships and maintain an effective culture of positive behaviour. Staff voice will be considered when the school develops and refines its behaviour policies and procedures.

The Head Teacher will review staff training needs as required, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Social, emotional and mental health (SEMH) needs

To help reduce the likelihood of behavioural difficulties related to SEMH needs, the school will create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment

- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

6. Whole School Strategies for Managing behaviour

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

The school will keep a record of all reported incidents to help identify any patterns or pupils whose behaviour may indicate that may need further support. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection. Pupils will be made aware of the pastoral support structures in place to help them manage their behaviour and how to engage with those structures when needed.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of undesired behaviour, the following sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

We have an agreed set of values for the school community: Kindness, endurance, forgiveness, friendship and thankfulness. These values are based on our core Christian foundation.

We are good **friends** and put others before ourselves

We always work hard and welcome **challenges**

We are **thankful** for each other and our school

We **forgive** others and we learn from our mistakes

We are **kind** and treat people how we expect to be treated

The fundamental school expectations are: Ready, Respect and Safe

Are you **ready** to learn?

Are you being **respectful**?

Are you being **safe**?

In addition to this each class has its own agreed expectations, which are displayed in the classroom. These are age appropriate and may vary depending on the age group of the children.

Managing Behaviour Strategies

Staff will use the following strategies to ensure successful behaviour management:

- Set fair, positive and easily enforceable class expectations that are arrived at through discussion with the children.
- Avoid confrontational discipline (e.g. ridicule, putdowns, sarcasm or embarrassment). Behaviour through respect will achieve far more than through confrontation. Positive correction where possible using placatory non-intrusive language will be more enduring in terms of behaviour management.
- Avoid arguing or debating the main issue. A flat statement delivered firmly and without emotion will ultimately have a greater effect.
- Positive recognition
- Consistent steps
- Always follow through action taken.
- Use systems in place in the school.
- If for any reason they are unable to deal with a situation they will refer it to the class teacher or a senior leader.

	Steps	Actions
1	Reminder	A reminder of the three simple expectations (ready, respectful, safe) delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue.
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous example of good behaviour. Use the 30 second scripted conversation (see below)

		Attach 'stay behind two minutes after the lesson' to this step, it is not part of some future negotiation on behaviour. It cannot be removed, reduced or substituted.
4	Time out	Time out might be a short time outside the room, on a thinking spot or at the side of the field. It is a few minutes of the child to calm down, breathe, reflect at the situation from a different perspective and compose themselves. Use approaches like Zones of Regulation or Comic Strip conversations.
5	Repair	This might be a quick chat at break time or something more formal - see restorative conversations.

House Points

House points are given out by all of the staff and can be earned through excellent behaviour in class and throughout the whole school, and for pieces of work that have been completed either at home or at school and are of a high standard. House points are in denominations of 1, 2 and 5. House points can also be earned through whole house activities such as Sports Day. These house points are counted up at the end of each week and the results are announced during our Collective Worship on a Friday. These are then added to a running total and the overall winner is awarded the House Cup.

Stars of the Week

One child from each year group is chosen to be the Class Star. A Sports Star is also chosen out of the whole school and they are awarded a certificate.

The school acknowledges all the efforts and achievements of children both in and out of school and this is shared during the Friday Collective Worship.

7. Prevention strategies, intervention, and sanctions for unacceptable behaviour

This section outlines the school's strategies for preventing unacceptable behaviour and initial interventions, minimising the severity of incidents, and using sanctions and support effectively and appropriately to improve pupils' behaviour in the future.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe consequences will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the Headteacher and support staff are aware of any pupil that is:

- Persistently misbehaving.
- Not improving their behaviour following low-level consequences.

- Displaying a sudden change in behaviour from previous patterns of behaviour.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing mentoring and coaching
- Short-term behaviour cards
- Behaviour plans
- Pupil support units or referrals
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

The school employs a number of consequences to enforce the school expectations, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation.

- Behaviour response: Stepped Approach

    1, tactically ignore poor behaviour (private signal, catch child being good)

    2, 'we' statement i.e. "Peter, we expect everyone to speak politely to one another, thank you'

    3, clear choice: that can either go into your pocket or on my desk – then walk away

    4, follow up on consequence, learn and repair.

Children who exhibit anti-social behaviour or do not reach expected expectations in class will spend time with an adult and other children involved (if appropriate) to have a restorative conversation that will support them to reflect on their behaviour and a way forward. They will also be asked to 'make it right/better'. The main objective is that a sincere apology is demonstrated and repair has been made.

School Values Card (see Appendix B) if a child is persistently not following the school rules and requires further intervention from the Senior Leadership Team, they will be asked to complete a School Values Card. Throughout the week they will be asked to complete examples of themselves living out our school values. This will be signed off by the member of staff who was with them when they were demonstrating this value. The School Values Card is a week-long whole school approach and is an opportunity

for the child to be caught doing the right thing, to build up self-esteem and to recognise the appropriate way to behave.

Repeated poor playtime behaviour or breaches to school rules/values at playtimes will result in loss of play and the child being asked to reflect until a purposeful conversation can be had. Parents will be informed if poor playtime behaviour is repeated or is significantly serious.
The playground has a blue 'Chill Out Zone' where children can go and sit if they feel that they need some time out away from the other children before they make the wrong choice e.g. physically hurting someone.   When children are noticed sitting in the 'Chill Out Zone' an adult will go and support and intervene to support and promote positive behaviour and interactions.

<u>Restorative Justice Conversation</u>

When working with challenging behaviours, staff will use a restorative approach to resolve conflict. The following questions will be explored:

For the child that did not meet expectations*:

1. What happened?
2. What were you thinking about at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. What should we do to put things right?

For the child that was wronged:

1. What did you think when you realised what had happened?
2. What effect has this had on you and others?
3. What has been the hardest thing for you?
4. What do you think needs to happen to make things right?

*these questions can also be mixed in

a) what was unusual about today's lesson?

b) why do you think things went wrong?

c) what would make it easier for us to work together?

d) what would make the next lesson go really well?

e) where do we go from here?

f) who could help us with the next steps?

g) if you had the lesson again what would you change?

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider how to resolve the incident.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned.

De-escalation strategies

Where undesired behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a modulated, low tone of voice.
- Using simple, direct language.
- Offering a distraction.
- Avoiding being defensive or taking things personally, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Provided limited choices
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Physical intervention

In line with the school's Physical Intervention Policy, all staff members will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom where there is a risk to safety,

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff

will ensure that a second member of staff is present to witness the physical intervention used.

After an instance of physical intervention, the pupil will be immediately taken to the headteacher, and the pupil's parent will be contacted. Where appropriate, the headteacher may decide to temporarily remove the pupil from the school via a suspension. Where suspension is carried out, the pupil's parent will be asked to collect the pupil and take them home for the rest of the day – pupils will not be sent home without the school contacting their parent.

Any violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the headteacher to determine what behaviour necessitates an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff.

The pupil will be moved to a room that is:

- In an appropriate area of the school.
- Stocked with appropriate resources.
- Suitable to learn and refocus.
- Supervised by trained members of staff.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regulate in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as indivdual needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

8. Sexual abuse and harassment

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, any search will be recorded on MyConcern. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.

- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - To commit an offence; or
  - To cause personal injury to any person, including the pupil themselves; or
  - To damage the property of any person, including the pupil themselves.

Any search will be recorded on My Concern. We will inform parents of a search for a prohibited item before the search is carried out. We will also inform parents of the outcome of the search as soon as practicably possible. Schools are encouraged to include in the record of each search:

• the date, time and location of the search;

• which pupil was searched;

• who conducted the search and any other adults or pupils present;

• what was being searched for;

• the reason for searching;

• what items, if any, were found; and

• what follow-up action was taken because of the search.

The members of staff should ensure that the child understands the reasons for the search, how and why it is being conducted and where the search will take place. The child must agree to this. Please see Appendix C for what to do if a child does not agree to a search.

Any pupil found using a mobile phone during the school day will have their device confiscated. Staff members will consider whether confiscation is proportionate and consider any special circumstances relevant to the case. The headteacher will keep hold of the device and return to parents.

Mobile phones will be handed in on arrival – pupils will be permitted to access their mobile phones before and after school but will be required to hand their phone in at the beginning of the school day to be collected at the end of the school day.

Staff members will have the power to search a pupil or their possessions where they have reasonable grounds to suspect a pupil is in possession of a prohibited item. Mobile phones and similar devices will be items that staff may search for.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear sets of expectations and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish clear responses for handling behavioural difficulties.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Classroom rules and routines

The school will have an established set of clear, comprehensive and enforceable classroom expectations which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school will also have an established set of school and classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

The headteacher will ensure all teachers understand classroom expectations and routines and how to enforce them, including any consequences for not following the expectations.

Pupils will be confident in asking for help if they're struggling to meet expectations of behaviour in the classroom. Individually targeted pastoral support will be provided to these pupils when necessary. For younger pupils, families will read the classroom expectations agreement with their child.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment.

Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Certificates, prize ceremonies and special assemblies
- Positions of responsibility, e.g. being entrusted with a particular project
- Golden time
- Whole class activities.

11. Effective pupil support

The school recognises that the core purpose of providing alternative provision for pupils who struggle to meet expected standards of behaviour is to successfully integrate them back into the regular classroom environment. Alternative provision may also be required for pupils with additional needs.

Designated staff will have clearly defined responsibilities, enabling pupils to receive the most effective support. Designated wellbeing staff will also have an accurate view of the needs of identified pupils.

Designated staff will engage with external partners and specialist agencies to access further appropriate support when required.

12. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform or attending a school event.

Staff can address pupils for misbehaviour outside of the school premises, including conduct online, provided the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also address pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

Behaviour that has been witnessed or reported outside of the school premises would be imposed for the same behaviour conducted on school premises, at the Headteacher's discretion. Whilst outside of school, children are the responsibility of their parents and carers.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

13. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

Staff will help to paint a whole-school picture of an effective behaviour culture by being held accountable for their part in maintaining the school's behaviour systems and processes.

14. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is January 2026.

Expected Behaviours

These lists of expected behaviours can be found around the school in child friendly formats.

Working together as a whole class, we expect children to:
- listen to each other and to the teacher without interrupting
- follow directions the first time they are given
- respond appropriately to one another and to the teacher
- sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- be aware of and respect other people's personal space
- value other people's views and be aware of everyone's needs for time to think
- be alert and attentive
- respect the classroom environment
- respect other people's belongings and work

Working together in groups, we expect children to:
- recognise and value one another's strengths
- support and encourage one another
- respect one another's views and feelings
- work together as a team to achieve your goal
- allow everyone to contribute and not just one person
- at first try to resolve problems independently
- share and care for equipment

Working alone, we expect children to:
- concentrate on the task given and try their best to achieve as much as they can
- work independently, without interrupting other people

In the Playground, we expect children to:
- treat the equipment respectfully and to tidy up afterwards
- respect that not all children will want to play and may prefer to do something else
- to encourage other children to join in and not feel left out
- to compromise on the games played
- to agree the rules of the game before starting and not changing them halfway through
- care for others if they get hurt and seek adult support
- listen to the adults on duty
- end the game once the bell has rung
- line up in designated spaces quietly, safely and sensibly

In the hall at lunchtimes, we expect children to:
- walk into a leave the hall in a safe and quiet way
- stay seated in your space
- put your hand up if you need help and wait patiently

- talk quietly to the children on your table
- demonstrate good table manners
- say please and thank you
- use the knives, forks and cups sensibly

In Collective Worship, we expect children to:
- walk into a leave the hall in a safe and quiet way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Pray respectfully

On trips or at competitive events, we expect children to:
- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk sensibly
- Stay together
- Encourage and support one another
- Respond quickly to instructions

Matching Green CE Primary School Values Card

'We are all learning with our head, heart and hands so that we can experience life in all its fullness'

I have shown our school values this week in the following ways:

Date:	**How have you shown this?**	Initial
Kindness		
Endurance		
Thankfulness		
Friendship		
Forgiveness		

An adult in the school must sign off how you have shown the school values. At the end of the week, you will then share this with Miss Wareham or Mrs Swanton to celebrate how you have shown these values or to talk about how you could improve on how to show the school values.

Comments:

Signed…………………………………………………

Process to follow if a child refuses consent for a search:

If the child does not agree then the member of staff must consider why this is. Reasons could be:
- Are in possession of the prohibited items
- Not understanding the instruction
- Unaware of what a search may involve
- Have had previous distressing experiences of searches

If a child continues to refuse to co-operate, the member of staff may sanction the child in line with the school's behaviour policy, ensuring that they are responding to misbehaviour consistently and fairly. See Behaviour in Schools for more information on lawful sanctions.

If the Headteacher/Senior Teacher still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or class teacher/SENDCo who may have more information about the child. During this time the child should be supervised and kept away from other pupils.

If the child still refuses to co-operate, the member of staff should assess whether it is appropriate to use reasonable force to conduct the search. A member of staff can use such force as is reasonable to search for any prohibited items identified above, but not to search for items which are identified only in the school rules. See guidance on the Use of reasonable force in schools. The decision to use reasonable force should be made on a case-by-case basis. The member of staff should consider whether conducting the search will prevent the child harming themselves or others, damaging property or from causing disorder. It should be noted that the use of reasonable force will differ depending on whether the member of staff is searching possessions or the pupil themselves.

The Extent of the Search

A member of staff may search a child's outer clothing, pockets, possessions, desks or lockers. The person conducting the search must not require the child to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, boots or scarves. 'Possessions' means any goods over which the pupil has or appears to have control - this includes desks, lockers and bags.

The member of staff's power to search outlined above does not enable them to conduct a strip search.