



Weavers Federation Primary Schools Behaviour Policy and Statement of Behaviour Principles 2025-2026

Includes Anti-Bullying and Anti-Discriminatory Behavior Expectations

This policy replaces separate behaviour and anti-bullying policies. Putting Behaviour and Anti-Bullying Policies together reduces repetition.

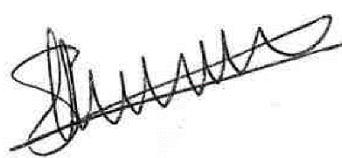
This policy includes DfE Behaviour in Schools, Advice for Headteachers and School Staff, September 2022.

Yellow highlights are federation schools' explanation

Blue is an edit to the template text.

Red staff review edit

Document edition	Section	Details of Change
2025-2026		See colour coded above

Reviewed by	Date
Chair of Curriculum & Standards 	2 October 2025
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1. Federation schools' behaviour ethos and aims

We want every member of the school community to feel valued and respected. Our caring schools' ethos builds on the principles of 'kindness' towards each other, 'trust and equality' and acting in ways that are 'fair'.

We want everyone to feel safe, happy and included so that children can achieve their best.

The supporting adults and curriculum opportunities develop children's confidence so that they learn when and how to 'choose to do the right thing.' For example having confidence to speak up when something is not right for them or others.

Through praise and feedback children become aware of the impact and consequences of their own good or poor behaviour choices. They learn to self-regulate when needed. We want all children to be able to help themselves and others.

The commitment to being Rights Respecting Schools with Charters, Golden Rules and a PSHE curriculum linked to the United Nations Convention on the Rights of the Child (UNCRC) helps us to do this.

All staff are Rights Respecting Duty Bearers who uphold all children's UNCRC rights to be safe, learn and play and wider associated articles.

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as pupils choosing to make negative choices e.g.

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not completing classwork or homework when capable of doing so
- Poor attitudes to learning and participation
- Being unkind to others including excluding them from activities.
- Deliberately spitting, sneezing or pretending to cough and sneeze on others.

Serious misbehaviour is defined as:

Repeated breaches of the school rules

- Any form of bullying, physical or verbal.
- Any form of discriminatory behaviour.

- Physically hurting others on purpose.
- Any form of verbal abuse including written abuse online
- 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 items. These are:
 - Knives, weapons or sharp implements
 - Alcohol
 - Illegal drugs and associated paraphernalia
 - Medicines which are not authorised by Medication in School procedures.
 - Stolen items
 - Tobacco, cigarette papers, lighters, matches
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to cause personal or damage to the property of any other pupils or staff or the school.

4. Bullying and discriminatory behaviour

Bullying is defined as repetitive, intentional harming of 1 person or a group by another person or a group. It can happen between children of the same age or where there is a difference in age or power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying behaviours are:

- Deliberately hurtful
- Repeated, often over a period of time, but not always. The first time can be bullying behaviour.
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION AND EXAMPLES
Emotional	Being unfriendly by, excluding, tormenting, humiliation, manipulation and coercion.

TYPE OF BULLYING	DEFINITION AND EXAMPLES
Physical	Hurting others: hitting, kicking, pushing/pulling, poking, biting, pinching, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Disability-based • Homophobic/biphobic • Transphobic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks or words, sexual gestures, unwanted physical attention, comments about sexual behaviour, or inappropriate touching or showing of pictures, videos.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing – sometimes described as a joke or banter.
Cyber-bullying	Bullying that takes place online, through social networking sites, direct messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How the school prevents bullying and discriminatory behaviours

The federation schools have a 'zero tolerance for bullying, use of discriminatory language or behaviour.' These messages are promoted in weekly school assemblies.

Staff Actions

All staff model rights respecting **language so that children know what is and what is not acceptable language, behaviour or attitudes**. Children learn this from Early Years all the way through Key Stages 1 & 2. Pupils are expected to use respectful language and have good manners. The Golden Charter and School Rules explain

The children learn about the impact of bullying and discriminatory behaviour during a range of assemblies including annual **Anti-Bullying Week in November**. This is supported throughout the year with whole school assemblies which address all forms of discriminatory and unacceptable behaviours.

The weekly Jigsaw PSHE curriculum and themed lessons support personal social and emotional development. Children take part in a range of activities and work-shops which help them to think about 'dilemmas' of what to do when different forms of bullying or prejudice are happening. This supports critical thinking and confidence to 'do the right thing'.

Key Anti-Bullying assembly messages include

- **'STOP STOP' – 'Start Telling Other People'** if it happens **'Several Times On Purpose'**.
- **Be a friend.** Be an ally.
- **Anti-Bullying, Anti-Racism Anti-Sexism** means saying something to stop the bullying or discriminatory behaviour.
- **Don't be a BYSTANDER** and watch it happen. **Tell an adult** if someone is being hurt, physically, emotionally or bullied in any way in person or online
- **Calling someone a SNITCH** for protecting others from those whose behaviour is bullying, hurtful or dangerous is also bullying as it is controlling and threatening.

How pupils, parents/carers and staff can report incidents of bullying.

- Pupils should tell an adult in school who will listen and report it on CPOMS.
- Parents should arrange to speak to the class teacher or member of senior management if there are concerns or incidents.
-

How the school investigates serious behaviour concerns including bullying, and discriminatory behaviour

- Staff listen to what happened. Record the incident on CPOMS.
- Bullying and discriminatory incidents are always referred to a member of SMT. A member of staff will be directed to investigate the incident with all parties involved. CCTV may be checked if the area is covered. Children involved; including witnesses will have the opportunity to explain.
- Staff may ask children to write what happened or scribe for them, it helps to calm and clarify what happened. An age appropriate reflection sheet helps to scaffold this process.
- Those who play a part in causing a behaviour problem or use bullying behaviours are expected to be honest and take responsibility for their words, actions or behaviour and not cover up the truth.
- Parents will be informed of the incidents that senior leaders are investigating. Investigative action will be fair and sanction as appropriate. Children may be asked what they 'think should happen next'. Having a voice as part of the process helps to maintain dignity.
- The schools use 'conflict resolution strategies' this includes children talking to each other supported by an adult in a safe space so that they can take responsibility for their words and actions, saying 'sorry' and what they will do in future to make amends and so it is not repeated. Children will have an opportunity to accept the apology and resolution.
- The incident will be recorded on the CPOMS system, governors and the local authority will be informed using an online discriminatory behaviour report.

How the school will react to bullying that occurs off school premises or online

- Behaviour that happens outside of school creates problems in schools. The school therefore support children and families to resolve issues in a friendly way.
- The schools react in the same way as an incident reported in **school because it impacts on friendships and learning in school.**
- Staff investigate what happened with those involved including witnesses to establish the facts and reasons for bullying or hurting others.
- Arrange to speak to the parents of children involved. PARENTS SHOULD NOT speak directly to another parent's child in school.
- We ask parents to kindly follow school procedures for reporting concerns and support school strategies for 'conflict resolution' and 'restorative practice' so that everyone understands the impact and consequences of bullying online or outside of school.
- If needed external agencies i.e. Tower Hamlets Behaviour, Attendance and School Support Team may be contacted with referral to Parent Advice Team.

How the school records, analyses and monitors incidents of bullying

- All serious incidents including bullying and discriminatory behaviour are logged on CPOMS. Incidents are tracked termly and reported to governors and the LA.
- Low level behaviour concerns are tracked through the school's class behaviour trackers. The Heads of School refer to this in assemblies or when reviewing repetitive inappropriate behaviour choices with pupils.

Sanction procedures, making reference to sections 7 and 8 of this policy, where applicable

- The schools have a range of age appropriate sanctions from Early Years 'Think Spots' and KS1/KS2 'Time Out' to calm and reflect before taking responsibility for behaviour choices. This might be in the class, in another class or a quiet space at the side of the playground ie by the wall or a bench in the playground.
- Reflection sheets Y1 - 6 linked to Rights Respecting Choices. These are tracked by the Learning Mentor.
- Letters of apology and explanation of how behaviour will change for the better.
- Missing out on an extracurricular opportunity when children have demonstrated that they are not able to manage their behaviour in less structured environments.
- Discussion with parents about agreed appropriate home sanctions to support school actions, i.e. no computer or mobile phone games for an agreed period.

How the school supports pupils who have been bullied, and those vulnerable to bullying

- The Learning Mentor works to support pupils so that confidence develops or returns.
- Playground Buddies are identified to support children making sure they are included.
- Staff support and monitor children who have been victims and perpetrators
- **Perpetrators may need support plans like behaviour charts or being 'On Report'.**

Whole-school proactive strategies to prevent bullying

- The children create posters and displays about a range of behaviours.
- The staff handbook includes how to monitor the playground for break time supervision duty.
- Safeguarding training includes signs or changes in behaviours to look out for.
 - Unwilling to come to school/ finds excuses/ feels ill, has changes in usual behaviour.
 - Change in usual mood/temperament including volatile outbursts, withdrawal from activities or self-isolating behaviours.
 - Changes in routines or behaviour
 - Feels anxious, nervous or jumpy when text messages are received.
 - Stammering, doesn't want to say what is wrong
 - Easily upset
 - Unexplained cuts or bruises
 - Has unexplained possessions or their things go missing
 - Stops eating

Note: These may also be indicators of other things

- Senior teachers take time to address bullying incidents and monitor afterwards.

5. Roles and responsibilities

5.1 The governing board

The SHH Schools' Curriculum Standards Committee is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the Heads of School.
- Monitoring the policy's effectiveness by tracking incidents, survey feedback from pupils, staff and parents.
- Holding the SLT to account for its implementation.

5.2 The Executive Headteacher and Heads of School - Senior Leadership Team (SLT)

The headteacher is responsible for:

- Reviewing this policy in conjunction with the SHH Primary Curriculum Standards Committee
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Ensuring the policy is in line with DfE guidance.
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. This may be delegated by Heads of School to AHTs.
- Provide staff training in strategies for positive behaviour support, including **Zones of Regulation** particularly for children who may express anxiety through their poor or challenging behaviour choices including those who are vulnerable, have SEND or mental health needs.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is **reviewed termly**, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Deciding on and implementing appropriate sanctions for serious incidents using the agreed behaviour steps.
- Investigate bullying or discriminatory incidents or delegating to agreed staff members.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe rights respecting 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 rights respecting language, behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Using agreed school strategies for behaviour management and self- regulation. **Zones of Regulation**
- Considering the impact of their own behaviour on the schools' rights respecting culture and how they can uphold schools' rights respecting charters, rules and expectations
- Recording behaviour incidents promptly CPOMS. (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's behaviour expectations

The senior leadership team (SLT, Inclusion Manager) will support staff in responding to behaviour incidents. All adults including the school leaders are Rights Respecting Duty Bearers who uphold all children's rights to be safe, learn and play

The Learning Mentor specifically manages a range of playground behaviour support programmes, these are for groups or individuals who need extra support. Works with SLT to collate records of incidents and analyses behaviour patterns.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in following the school's behaviour policy and rights respecting values.
- 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 support strategies.)
- 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 through events, workshops supporting home learning.

Positive, trusting relationships with families are established by keeping them informed about developments in their child's behaviour. The school's policy and working in collaboration with children and families provides support to improve behavioural needs or issues.

5.5 Pupils

Pupils learn about the rights respecting behaviour expectations from EYFS – Y6:

- Pupils are expected to follow the agreed Golden Rules /Golden Charter and Class Charters.
- Pupils are expected to be kind at all times.
- They are expected to follow routines in class, moving around school, in the playground and when out and about on visits.

The schools have age appropriate rewards for good behaviour choices and age appropriate sanctions if they don't meet the standards.

There is a range of pastoral support available to help children meet the behaviour expectations provided by the class teachers, learning mentor, inclusion leader, [mental health lead](#) and support staff.

- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- In the Autumn Term pupils give survey feedback about the behaviour in school, their comments support school self-evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who arrive mid-year.

6. School behaviour curriculum

The schools' Jigsaw Curriculum (Personal, social, citizenship and health education) teaches children about making thoughtful behaviour choices. The half term themes which develop from year to year and explore for example Being Me in My World, Celebrating our Similarities and Differences, Goals and Dreams, Healthy Me, Relationships and Changing Me are introduced in whole school assemblies.

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Be respectful to other children, adults including visitors.
- Be polite and courteous – this means have good manners at all times.
- 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 school uniform and PE equipment in the agreed school colours.
- Take responsibility for the impact of their words, actions and behaviour and accept agreed sanctions as part of the process.
- Be ambassadors for the school so that visitors and people outside school comment positively about manners, being kind, helping others, all the positives.
- 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.

6.1 Mobile phones

- Only pupils in Year 6 whose parents have completed the permission form to go home alone are allowed to have mobile phones with them on-site.
- The phones have to be handed in to the school office on arrival, switched off and collected at the end of the school day. They are not permitted in class, on or off site for trips.
- The school looks after the phone during the school day in the school office in a secure drawer. School is not liable if the pupil has not followed procedures i.e. not handed the phone in to the office in case of loss or damage.

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a rights respecting stimulating environment that encourages pupils to be engaged
- Display the Class Charter and Golden Rules alongside the reward and sanctions posters.
- Develop a positive relationship with pupils, which includes:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating hand signal 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

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our SHH Federation Safeguarding and Child Protection Policy for more information. Report all concerns on CPOMS and speak to the DSL.

7.3 Responding to good behaviour choices and attitudes

When a pupil's behaviour meets or goes above and beyond the basic 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 through commenting on positive observations. Some examples are, 'I like the way you... When you did X it was thoughtful and kind... I heard from the teacher on break duty that you chose not to get involved in the problem. Good choice.'

The schools have classroom tracker posters identifying who consistently has good or better behaviour as shown by being in the sunny spot or the silver and gold spots. Children move across the weather vane or up the traffic lights with opportunities to redeem themselves quickly. 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 recognised and rewarded with:

- Verbal feedback making sure children know what the praise is for.
- Communicating praise to parents/carers including via a phone call or written correspondence if parents are not able to see teachers in person.
- Recognition by SLT, staff and children in weekly Behaviour Celebration Assemblies and end of term Values Assemblies which celebrate their work. Certificates, stickers and badges are used for an agreed range of school focuses.
- Positions of responsibility, such as Class Monitor, Playground Young Leader, or being entrusted with a particular decision or project.
- Whole-class or year group rewards, such as a popular activity which all can enjoy.

7.4 Responding to misbehaviour & how we plan to prevent it.

The schools have Behaviour Steps for EYFS, KS1 and KS2. Every child has a fresh start every day. The expectation is that all children will behave well every day. When mistakes are made, these are learning opportunities to help children understand what was inappropriate about their behaviour, why it happened and how it can be prevented in future. The conversation between adults and children supports the development of good emotional intelligence.

Children who are regularly below expectation on the behaviour posters move through the series of warnings below.

There are a series of 1st, 2nd and 3rd warnings for low level behaviour which all adults follow.

Serious incidents such as bullying and discriminatory behaviour, physical harm or sexual harassment is referred directly to SLT.

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 are expected to be mindful of children's dignity when managing behaviour choices which require sanction.

The school may use 1 or more of the following strategies to support the children in getting 'back on track'. Unacceptable behaviour choices need to be challenged: The list is not exhaustive but guidance for strategies to remind and sanction as appropriate.

NB children with additional SEND needs related to EHCP may have specific agreed behaviour interventions.

- Early Years KS1 Think Spot, KS2 Time Out on a bench or in another class.
- A verbal reminder of the behaviour expectations.
- Completing written tasks such as an account of their behaviour and reflection sheet.
- Loss of play break or part of lunchbreak for reflection on conduct.
- Playground 'time out' to calm down at break or lunchtime. (NB The schools do not do detention after school.)
- Loss of privileges – for instance, missing out on an event/ extra- curricular activity.
- Being asked to make good any deliberate or careless mess i.e. tidying up.
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report' to named adults to monitor behaviour choices.
- Removal of the pupil from the classroom
- Suspension – maybe used for serious incidents including discriminatory conduct in person or online.
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

How we prevent misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Pupils are expected to take responsibility for their words, actions, behaviours and attitudes.

7.5 Reasonable force

The health and safety of staff and pupils is paramount.

DfE Guidance on reasonable force covers a range of interventions that involve physical contact with pupils. The schools prefer, where possible, that staff apply knowledge of positive behaviour support and behaviour de-escalation strategies, if they have had this training from Team Teach. Note: All members of staff have a duty to use reasonable force as necessary in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property

- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

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

Staff must record any incidents requiring reasonable force on CPOMS and inform the Head of School or Executive Headteacher. Parents will be advised of the incident and the need for physical interventions.

If a physical intervention plan is needed it could necessitate short term exclusion whilst plans and training for staff are put in place.

7.6 Confiscation, screening and searching

Children should only bring agreed school kit and equipment into school i.e pencil case/ sports equipment. They should not bring toys or other personal items particularly if high value. If personal items come to staff attention and become a distraction for the child or others, the item/s will be confiscated by a member of staff and taken to the school office for parents to collect at the end of the school day.

- The school is not liable for items brought into the school which are lost, broken or stolen.
- Staff confiscating items must hand items to the school office for parental collection.

The following guidance below is for exceptional circumstances. It is in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Primary Schools very rarely need to search a child. If staff have concerns children are asked to show contents of pockets, jackets, bags. This is usually sufficient for matters to be quickly resolved.

If children are resistant to engaging with the need to confiscate items due to staff concerns about the items a member of the SLT/ Designated safeguarding lead will be called who will review the matter with parents in the first instance or through safeguarding procedures for Keeping Children Safe in School.

Any prohibited items (listed in section 3) which school is aware of or found in a pupil's possession will be confiscated. The items will not be returned to the pupil. They will be returned after discussion with senior leaders and parents/carers, if appropriate.

Items are confiscated because they are harmful or detrimental to the schools' behaviour management strategies.

Team Teach strategies for de-escalation are always expected of staff.

Searching a pupil - if necessary

It is preferable for staff to ask the child to empty pockets or bags if staff believe they have alleged stolen articles or items potentially dangerous to themselves or others.

If children refuse to cooperate then parents will be informed so that they can support the process by coming into school. Parents will be informed that the child is involved in a serious misbehaviour. Children who do not cooperate will not be allowed back into class and will be supervised by a senior member of staff until a parent arrives.

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School, or by the Head of School themselves.

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

No searches will be undertaken without another member of staff present.

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 is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (Head of School) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised but not in class.

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 cooperate, the member of staff will contact **the Head of School /designated safeguarding lead or Assistant Head** 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.

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:

- Trays
- Lockers
- 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 - are not done in our primary schools.

The following is for information and guidance only. Staff and school leaders need to be aware of. It explains what is and is not permitted. The national press raised awareness of this issue for secondary pupils. It is not expected to be used in primary school except in very extreme circumstances.

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

If this was considered necessary in one of our primary schools, it would be a safeguarding concern. The Designated Safeguarding Lead (DSL) member of SLT will report to the LA Multi Agency Safeguarding Team

(MAST) that a child is suspected of having dangerous items on their person. The DSLs follow advice from MAST. A Section 47 referral would be made after a risk assessment involving police and social workers.

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

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

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

Communication and record-keeping

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

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

Who will be present?

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

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

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

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

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

The appropriate adult will:

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

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

Care after a strip search

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

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

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

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Screening

The schools do not have electronic screening devices. This does not happen in our schools.

7.7 Off-site misbehaviour

Pupils are expected to be school ambassadors. Their conduct is expected to be exemplary. Where this expectation falls short of school expectations 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 by a member of staff on a school-organised trip/residential.

7.8 Online misbehaviour

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

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

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

7.9 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 **member of the senior leadership team** will make the report. The age of criminal responsibility in England is 10 years old. Year 5/ 6. This means children under 10 cannot be arrested or charged with a crime.

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

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

7.10 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. Federation Primary children are taught about consent through PSHE Lessons from EYFS – Y6

The NSPCC Pantosaurus Song, shared with pupils in a safeguarding assembly and through PSHE lessons..

Key message: What's in your pants belongs only to you, pants cover up your private parts, If someone asks to see, tell them no!

Pupils may accidentally or on purpose touch another child through their clothes in a way they don't like.

Pupils may show their private parts to others, use sexualised language or actions.

Pupils may become involved in sending or seeing nude images

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 available on schools' website

7.11 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 and Tower Hamlets Managing Allegations Against Staff in Schools. (SHH Federation Website)

In the event of an allegation against a member of staff, the Tower Hamlets policy for Managing Allegations Against School Staff will be followed. In the first instance the LA Designated Safeguarding Officer and Chair of Governors will be informed that an allegation has been made for investigation.

8. Serious sanctions

8.1 Detention otherwise called 'time-out'

Pupils can be issued with detentions 'time-out' during play or lunch break by class teacher/ staff on break duty or leadership team. Playtime 'time-out' will be used as a calming strategy for a short period of time not the whole break.

More serious behaviour concerns or classroom disruption, work not being completed may require a bit of inside 'time-out' during a break. Prioritising learning over play. This will be discussed with a member of SLT. The school will decide whether it is necessary to inform the pupil's parents/carers if 'one off' or occasional incident. If happening regularly parents will be informed by the class teacher or member of SLT as it will be a cause for concern.

8.2 Removal from classrooms

In response to serious or persistent behaviour breaches, the SLT may decide to remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal, 'Time-out' may take place in another classroom or outside of a class supervised by an agreed member of staff allocated by SLT.

Removal is a serious sanction and will only be used in response to serious misbehaviour or repetitive disruptive behaviour choices. 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 an agreed member of staff and will be removed for a maximum of a school day.

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

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

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

- Meetings with learning mentor
- Use of teaching assistants

- Short-term behaviour report cards
- Long-term behaviour plans
- Use of the Tower Hamlets Behaviour and Attendance School Support Team
- Multi-agency assessment

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

8.3 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 our exclusions policy for more information [DFE Suspension and Exclusion from maintained schools – Guidance September 2023].

9. Responding to misbehaviour from pupils with SEND and SEMH

9.1 Recognising the impact of SEND and SEMH on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND) it can also be affected by Social Emotional and Mental Health need (SEMH) See Appendix 8 for recommendations.

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND and SEMH, 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 addressing misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid 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 cooperate with the local authority and other bodies

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

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

Our schools' approach to anticipating and removing triggers of misbehaviour is listed below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Additional resources which support pupils eg a sensory cushion or fidget device.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and hearing loss and strategies to support e.g. Zones of Regulation.
- Use of separation spaces/ calm zones where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting sanctions for pupils with SEND

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

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

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

To meet the needs of pupils with SEND, within the capacity of school resources there will be a review of the classroom environment and provision. Pupil Passports for pupils with SEND are being introduced and updated ensuring transparency and best practice for support. If staff are unsure about adaptations for unmanageable or challenging behaviour they must seek SENCo or SLT advice. Training and support is available

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

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

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

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

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

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

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

10. Supporting pupils following a sanction

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

These strategies are for reintegrating pupils following removal from the classroom, time spent in a pupil support unit or in another setting under off-site direction, or following suspension.

This could include measures like:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals
- The Learning Mentor supports 1:1 sessions to maintain self-regulation.

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process led by the class teacher with allocated 'Welcome Friends' who help new pupils make friends, become familiar with the school, the routines and behaviour expectations.

11.2 Preparing outgoing pupils for transition

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

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 during 'Class Handover Meetings.'

12. Training

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

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

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data via CPOMS and pupil reflection sheets 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, governors and other stakeholders (via anonymous surveys)

The data will be analysed every term by Heads of School and Learning Mentor.

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

- At school level
- By age group
- 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.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and [full governing board and Curriculum & Standards Committee] at least annually, or more frequently, if needed, to address findings from the regular

monitoring of the behaviour data (as per section 13.1). At each annual review, the policy will be approved by the Full Governing Body.

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- DFE Suspensions and Exclusions guidance – Tower Hamlets Schools follow these procedures.
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy
- Each school has a child/family friendly summary of their schools practice. See Appendices.



GOVERNORS' STATEMENT OF GENERAL BEHAVIOUR PRINCIPLES



For Stewart Headlam & Hague Schools' Federation

Curriculum & Standards Committee	2 nd October 2025
Full Governing Body	
This written statement of behaviour principles is reviewed and approved by the full governing board annually.	

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE guidance (Behaviour and Discipline in Schools: Advice for Headteachers and School Staff 2014).

2. The purpose of the Governors' Statement is to provide guidance for the Headteacher in drawing up the school's Behaviour Policy so that it reflects measures which aim to:

- Promote good conduct, self-discipline and rights respecting behaviour
- Prevent all forms of bullying or discrimination
- Ensure pupils complete assigned work to a good standard
- Recognise and reward positive conduct
- Ensure staff are consistent in their behaviour expectations and sanctions.

The policy is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governors' and Leadership Team's support when following this guidance.

3. This is a statement of principles, not practice; it is the responsibility of the Headteacher to draw up the school's behaviour policy and take account of these principles. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: Advice for head teachers and school staff 2014, and other associated resources linked to the document.

4. The Behaviour Policy must be published at least once per year, in writing, to staff, parents/carers and pupils and available on the school website at all times.

5. Principles

The Governors of Stewart Headlam and Hague Schools strongly believe that high expectations and standards of behaviour are essential so that:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are invited to be involved resolving behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasizes that violence or threatening behaviour will not be tolerated in any circumstances between pupils or adults.

6. The Equality Act, 2010.

Hague and Stewart Headlam are rights respecting, inclusive schools. All members of the school community should be free from discrimination of any sort (as laid down in the Equality Act, 2010). The school must have a clear and comprehensive Anti-Bullying Policy that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of age, gender reassignment, sex, race, religion or belief, disability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

7. The Behaviour Policy should reflect the school's legal duties in respect of safeguarding pupils with Special Educational Needs and all vulnerable pupils and made known to all staff.

8. Home School Agreements

Parents/carers should be encouraged and helped to support their children's education, just as the pupils should be helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The collectively agreed responsibilities of parents/carers and school staff with respect to students' behaviour should be outlined in the 'Home School Agreement'. The document facilitates shared understanding of school expectations and ethos.

9. Unacceptable or Threatening Behaviour towards Staff or Pupils by Parents or Carers.

The Governors expect pupils and parents to cooperate to maintain an orderly climate for learning. The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents or adult visitors towards the school's staff will not be tolerated. If an adult visitor/parent/carer does not conduct himself/herself properly, the school will ask them to leave the premises in the first instance, then review and consider steps to ban them from the school premises. If the adult visitor/parent/carer continues to cause concern the police will be contacted.

10. **School Rules.** Rights Respecting Charters for the School and Class should make clear how pupils and adults respect the UNCRC Articles which the School's Behaviour Policy is based on. These should set out expected standards of behaviour, should be displayed in all classrooms and other relevant parts of the school, and shared with and explained to all pupils. The Governors expect the agreed Golden Rules to be embedded in how we all respect the charter. Charters should be consistently applied by all staff and regularly monitored for their effectiveness.

11. Reward, Recognition and Sanctions

Governors would like to see a wide range of age-appropriate rewards consistently and fairly applied to encourage and reward good behaviour, positive attitudes in the classroom and elsewhere. These should be made clear in the Behaviour Policy and regularly monitored for their consistent, fair application and effectiveness.

12. Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied. They should be proportionate and relevant to the behaviour. The range of sanctions should be made clear.

The Governors recognise that exclusions, particularly those that are permanent, must be used only as a very last resort. 'Unofficial' exclusions are illegal and so must be avoided. The Headteacher may inform the police, as appropriate, if there is evidence of a criminal act or if they fear that one may take place e.g. if illegal drugs are discovered during a search; cyber-bullying; criminal harassment. Sanctions should be monitored for their proper use and effective impact.

13. Disciplinary Action

The Behaviour Policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff. Governors expect the Headteacher to draw on the advice in Dealing with Allegations of Abuse against Teachers and other staff guidance documents when setting out the pastoral support that school staff should expect to receive if they are accused of misusing their powers. Staff so accused should not be automatically suspended pending an investigation.

14. The Governors expect the Headteacher to include the following in some detail in the Behaviour Policy:

- a) The power to use reasonable force or make other physical contact: the situations in which reasonable force may be used (including removing disruptive students from classrooms, or preventing them from leaving) should be stated. A definition of 'reasonable force' should be included, which should also explain how and when students may be restrained. Governors would expect all staff to be trained in the use of reasonable force and restraint.
- b) Searching students: the reasons for searching students should be made explicit, together with details of who may search, where such searching should take place, what will happen to any banned items found as a result of such a search and what sanctions will be applied. It should also be made clear that parents do not have to be informed before a search. Governors would expect authorised staff to be appropriately trained in how to carry out a search.
- c) The power to discipline outside the school gates: disciplining beyond the school gates covers the school's response to all non-criminal bad behaviour and bullying that occurs anywhere off the school premises.

15. The Governors must be satisfied, in all situations arising, that the measures proposed by the head teacher are lawful and that staff and pupils know that sanctions can be applied in these circumstances.

Review

This Statement of Principles will be reviewed annually or as necessary.

The school Behaviour Management and Anti-Bullying Policy will be reviewed and shared with the Governors annually.

Appendix 2: External Providers & INSET Training. Tracked by Heads of School.

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

Appendix 3: behaviour log – Serious Incidents THIS INFORMATION NEEDS TO BE LOGGED ON CPOMS FOR CONSISTENT REPORTING OF INCIDENTS

Serious Inappropriate Behaviour/ Incident

Includes Hurting Others Emotionally or Physically

If an adult has to intervene and take time to resolve the incident it should be recorded and uploaded to CPOMS

Name of Adult making report:

Date:

Date & Time and location of incident for video check (If available)

Child's name	Year Group	Ethnicity	Victim/ perpetrator/ witness

Nature of Incident			
tick	Emotional	Tick	Physical
	Humiliating/embarrassing		Hitting/ Pushing
	Making hurtful comments		Kicking
	Threatening language		Punching
	Spreading rumours		Throwing objects
	Name calling		Stopping someone from doing something physically
	Excluding others or persuading others to leave someone out		Damaging someone's property
	Discriminatory comments/ behaviour		Touching private parts

--	--

	Racist		Showing private parts
	Sexist		Sharing inappropriate pictures
	Homophobic		Any other
	Disability		
	Any other		

What happened?

Record background information/ Who, What, Where, When, Why, How? What was said/done to who?

How did people feel?

Adults may make notes or ask children to write what happened.

Include Witness Comments.

Has this happened before? **YES** **NO**

If so, how often/ when?

IF the behaviour is perceived as bullying, racist or discriminatory the LA E-discrimination form must be completed.

School Action Taken:

Parents to be informed Yes / No

Does the online **LBTH online E-discriminatory** Incidents form need to be completed?

Yes / No

If YES the Head of School and Learning Mentor need to be informed immediately.

The Learning Mentor supports the Head of School in tracking and reporting of E-discrimination reports.

Appendix 4: Example letters to parents/carers about pupil behaviour – templates for serious incidents

Copies of letters to parents sent out by Heads of School must be filed and saved electronically

First behaviour letter

Date:

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Sanctions Parent Information Letter

Dear parent/carer,

I am writing to inform you that [insert pupil's name] has been given a lunch time detention on [insert date] at [insert time]. This means that xxxx will miss up to 25 minutes of their lunch play break.

They do not miss their school dinner or the opportunity to for a toilet break.

The reason(s) for this sanction are set out below.

Insert a brief description of the behaviour incident that led to the detention here.

If you would like to discuss this incident, please call the school office to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour Sanction Letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent/carer name: _____

Parent/carer signature: _____

Date: _____

Appendix 5: Hague Behaviour Guidance – To be reviewed and published Autumn Term 2

Appendix 6: Stewart Headlam Behaviour Guidance – To be reviewed and published Autumn Term 2

Appendix 7: Courtesy and Good Manners Poster



Courtesy and Good Manners at Stewart Headlam and Hague Primary Schools



At Stewart Headlam and Hague Primary Schools we make a big effort to develop and improve children's spoken English. This starts with a focus on good manners, being polite using please, thank you, greeting people. Good communication skills are valued. We know that good manners contribute towards positive relationships and improved job prospects later in life. This expectation supports our Rights Respecting Schools ethos.

All staff and parents are expected to model good manners to the children in and out of school as outlined below.

Good manners, courtesy or politeness means respecting yourself and others; it means acting in a dignified manner and treating others with dignity. In particular, by:

Being kind and considering the feelings of others.

Using polite language by:

- Speaking in a calm and friendly manner.
- Greeting others in a polite way. This means saying 'Hello', or 'Good morning' when you see someone in the playground and saying 'hello' back when someone says it to you. You might also ask 'How are you?'
- Saying please and thank you appropriately.
- Saying 'Excuse me' if you want to get past someone or if you need to interrupt them.
- Saying 'Sorry, are you alright?' If you bump into someone or hurt them accidentally.

Being kind and considering the feelings of others by doing things like:

- Following Golden Charter and Golden Rules with a positive attitude.
- Listening while someone else is speaking and looking at them.
- Including people in conversations and games, even if they are not your best friend.
- Showing appreciation when someone is doing something well.
- Asking if you can help someone.
- Holding open the door for someone.
- Clearing up after yourself.

Appendix 8: Social, Emotional and Mental Health (SEMH) Needs

- To help reduce the likelihood of behavioural issues 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.