



Straits Primary School Behaviour Policy

It is a primary aim of our school that every member of the school community feels valued, safe and respected, and that each person is treated fairly and well. We are a caring community, whose values 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.

This policy will provide the framework for a consistent approach to behaviour management in that it will define what we consider to be unacceptable behaviour, outline how pupils are expected to behave, summarise the roles and responsibilities of different people in the school community with regards to behaviour management and outline our system of rewards and sanctions.

Our Key principles

- The school expects every member of the school community to behave in a considerate, respectful way towards others.
- We aim to treat all children fairly and apply this behaviour policy in a consistent way.
- This policy aims to help children to grow in a safe and secure environment, and to become positive, respectful, responsible and increasingly independent members of the school community.
- We will develop the values of responsibility, respect, tolerance, friendship, perseverance, kindness, honesty and fairness along with developing the skills of collaboration, team work, empathy, communication, listening, negotiating and leadership.
- We will work together with parents, pupils, staff and outside agencies to achieve our goals.
- We will share our behaviour expectations with the pupils and use supportive feedback and corrective actions systems appropriate to the age group.
- We will ensure the system of supportive feedback and corrective actions apply to all children regardless of gender, ability, disability, race or religion.
- We will continually reflect on our procedures to ensure teaching and learning styles are appropriate and match the requirements of the curriculum, teaching behaviour and self-management skills in PSHE lessons.
- We will aim to create a classroom ethos where pupils feel safe, accepted, respected, can focus on learning and positive relationships are formed.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

Behaviour Management

Pupils are expected to:

- Behave in an orderly and self-controlled way.
- Show respect to members of staff and each other.
- In class, make it possible for all pupils to learn.
- Move quietly and calmly around the school.
- Treat the school buildings and school property with respect.
- Wear the correct uniform at all times.
- Accept sanctions when given.
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.

Misbehaviour is defined as:

- Disruption in lessons (calling out, distracting others, playing with toys or personal items, throwing items).
- A poor attitude and the non-completion of classwork or homework.
- Shouting at members of staff and being rude - answering back.
- Walking out of classrooms.
- Name calling.
- Pushing, hitting or kicking other children.
- Verbal aggression.

Serious misbehaviour is defined as:

- Repeated, persistent misbehaviour (see above)
- Any form of bullying (including online bullying, prejudice-based and discriminatory bullying)
- Sexual harassment or sexual violence, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation (including online behaviour and the sharing of nudes or semi-nudes).
- Assaulting pupils or members of staff.
- Vandalism – damaging property
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 1. Knives or weapons
 2. Alcohol
 3. Illegal drugs
 4. Stolen items
 5. Tobacco and cigarette papers
 6. Fireworks
 7. Pornographic images
 8. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Supportive Feedback

We recognise that providing supportive feedback in our classrooms will:

- Encourage pupils to continue to demonstrate appropriate behaviour.
- Increase self-esteem.
- Reduce behaviour problems.
- Create a positive classroom environment for teacher and pupils.
- Help to teach appropriate behaviour and establish positive relationships with pupils.

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Smiles and approving gestures;
- Verbal praise - staff congratulate children;
- Praise which takes the form of behavioural narration (recognising pupils who are following the direction of the teacher);
- Children's achievements and good behaviour can be celebrated through the use of our behaviour management systems (Weather Charts / pom-poms / house points)
- Messages to parents (verbal) celebrating a child's choices;
- Children can be rewarded by participating in 'golden time';
- Staff send children to the Head teacher/ Deputy to show a good piece of work and to receive the Head teacher's/ Deputy's praise;
- We distribute certificates to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school - Praise Assembly;
- Children are chosen to attend 'Always Club';
- KS2 children can win the respect trophy;

Corrective Actions

We recognise that corrective actions must be something that the pupils do not like but they must never be physically or psychologically harmful. As teachers we must use corrective actions to teach pupils how to behave in our classrooms and to ensure their understanding that if they choose to misbehave, certain actions will occur. By giving pupils a choice, we place responsibility on the pupil. The key to the effectiveness of corrective actions is consistency not severity.

Corrective actions must be:

- Appropriate for the pupil.
- Easy to implement.
- Suitable to gain the response of the pupil.
- Consistent.
- Used in a calm manner.

Corrective actions will consist of the following according to age and appropriateness:

- Non-verbal gestures or facial expressions.
- Using the child's name with a reminder of the direction or expected behaviour.
- Using the school systems (e.g. weather chart/Level 1, 2 or 3) as a visual indication of unsatisfactory behaviour.
- Time out (pupil changes seats, has a designated space in the classroom or moves to another space).
- Consequences such as missed breaktime, golden time, completion of missed work, discussion with the SLT or parental contact.
- Use of, where relevant, a weekly Learning Chart as a tool to improve and monitor individual's behaviour.
- An internal 'exclusion' where the child works alongside a member of the SLT for a period of time.

Managing Challenging Behaviour

If a child is persistently or significantly disruptive in class, we isolate the child from the rest of the class (with support from the SLT if required) until s/he regulates and is in a position to work sensibly again with others. *The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity, prevents the child from taking part for the rest of that session and removes the child from the classroom (with support from the SLT if required). If this is not possible then the class teacher will remove the class to safety and a SLT member will manage the situation in the classroom (refer to Positive Handling Policy).*

Behaviour systems

EYFS and Key Stage 1

Our staff in Early Years and Key Stage 1 will use a 'weather chart' as a tool within the classroom to manage behaviour. The weather chart will include positive steps (sun, rainbow and star) which are used to praise and celebrate good behaviour as well as a cloud, rain-cloud and thunderstorm as a tool to prompt children when their choices are inappropriate. As part of this system, the children receive rewards (sticker, smelly sticker and wow prize) for reaching the sun, rainbow or star and a sanction (missed break time/speak to SLT/

missed golden time) for those who are moved onto the cloud, rain-cloud or thunderstorm (5, 10 or all of golden time).

Key Stage 2

The children in Key Stage 2 receive a pom-pom for good learning behaviour (these can be exchanged for rewards such as a sticker, a smelly sticker, a wow prize or a VIP pass). If children display inappropriate behaviour then a verbal warning is given and if the behaviour does not improve, then a sanction is given at Level 1 (5 minutes missed of breaktime or golden time), Level 2 (15 minutes missed of breaktime or golden time) or Level 3 (report to a member of the SLT).

Housepoints

Children are awarded housepoints for demonstrating 'pathways to the future' behaviour (in class or around school) – being calm in the classroom/corridors, walking, holding doors, following instructions, being kind and thoughtful, showing care, being helpful. The winning 'house' is announced each week, in Praise Assembly, and a trophy is presented to the 'House' with the highest number of points and their flag displayed on our flag pole.

Golden Time

Golden time is designed as a tool to support the management of low-level disruptions. The principle behind it is based on the 'collective responsibility' of the classroom. The idea is that a 'golden time' is set (weekly/fortnightly) and pupils earn minutes towards this time. Minutes are not removed from the 'pot' it is based on the desire to try and achieve.

The system could be presented visually such as a 'golden time pot' where an item is added to represent each minute or a simple 'golden time chart' where tallies are added for each minute earned. Golden time is led by the adults in the room – positive, pro-active behaviour management is required to make this successful.

Respect Agreement

At the start of each year, Children in Key Stage 2 discuss and sign the Respect Agreement. This encourages children to:

- *Use Polite Language: Saying "please," "thank you," and "excuse me."*
- *Follow School Rules: walking around school, following instructions when asked.*
- *Listen to the Teacher: Paying attention during lessons and not speaking out of turn.*
- *Be Kind to Classmates: Including others in games and not bullying or teasing.*
- *Take Turns: Waiting patiently in line or during group activities.*
- *Respect Property: Using school supplies properly and returning borrowed items.*
- *Admit Mistakes: Saying sorry when they've done something wrong.*

If they show respect towards all adults and our peers then they will:

- Be recognised and awarded house points.
- Be considered to receive a certificate in Praise assembly.
- Be considered to attend the *Always Club* at the end of each half-term.
- Win the '*Respect trophy*' and be rewarded with an additional 10 minutes lunchtime.

The Always Club

Each half-term, the headteacher and/or deputy headteacher will host an Always Club. Each class is invited to send two children to the club and these pupils are selected based on their continued demonstration of excellent behaviours and respect to members of the school community. The children attending will be presented with a certificate of attendance. Children can be selected to attend this club on multiple occasions throughout their time at school.

Flexible Consistency

Those children who require a more personalised approach to behaviour management will have an individual Learning Chart as a tool to improve and monitor behaviour. The chart will record the daily learning behaviours and detail rewards and sanctions, personalised to the child. Whilst the chart will be introduced by the class teacher, the SLT will take an active role in rewarding and supporting any sanctions.

In addition, an Individual Behaviour Plan (IBP) will be created for any child who continues to demonstrate challenging behaviour. This will detail:

- The pupil's strengths and continuing difficulties.
- The aims and objectives of the plan – what do we wish to achieve?

- Strategies which are or can be used to manage behaviour and encourage correct choices.
- Which adults will support the behaviour management of the child.
- How the plan will be monitored and evaluated.
- A pupil agreement completed with the pupil, class teacher and Head teacher.

This document is then shared with the parent and reviewed at an appropriate timescale for the child and behaviour needing to be managed. If a pupil continues to present more challenging behaviour then support is obtained from our Educational Psychologist, CAMHS (CYPMHS), the Sycamore Short Stay School (outreach or behaviour course placement) or SEN Services.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. The school should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.

The Role of ALL Staff

At our school, we promote the ethos of 'collective responsibility' and that it is the role of **all** adults to ensure that the schools' expectations for behaviour are adhered to in the school environment, and that the pupils behave in a responsible manner during lesson time, break and lunch times and whilst moving around the school. In the first instance, the adult who witnesses the behaviour deals with the incident him/herself in the normal manner and if necessary feeds back to the class teacher.

Class teacher (including teaching assistants)

The class teacher (supported by teaching assistants) will take the leading role in managing the behaviour of the pupils in their care. They will discuss school expectations with their class and, in addition, create a classroom code, which is agreed by the children. This code is written in partnership with the children in a form which is appropriate for the age group and will be displayed in the classroom and referred to when necessary. In this way, every child in the school knows the standard of behaviour that we expect in our school and staff can discuss this with the whole class during PSHRE or as part of our school council sessions.

The class teacher reports to parents about the progress of each child in their class, in line with the whole school procedures, however they may also contact a parent before parents' evening if there are concerns about the behaviour or welfare of a child.

The Role of the Phase Leader, Head teacher and Deputy Head teacher

Our Phase Leaders, Head teacher and Deputy Head teacher support the staff by setting the standards of behaviour and by supporting staff in the implementation of the policy. This can be through creating and monitoring weekly individual behaviour records, children being sent for rewards or sanctions, discussing a pupil's behaviour with a parent, offering advice or strategies for managing a specific child or classroom routines and supporting and dealing with a more serious incident (on call).

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head teacher to ensure the health, safety and welfare of all children in the school.

The school should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body and head teacher should draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.

The Role of parents

The school aims to work collaboratively with parents so children receive consistent messages about acceptable behaviour and are presented with a united approach. We explain the school expectations at induction and transition meetings and on the school website. We try to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to manage a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and

then the school governors. If these discussions cannot resolve the problem, a formal grievance process can be implemented.

The Role of Governors

Please refer to the DfE guidance: Behaviour and discipline in schools, Guidance for governing bodies.

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

Section 88(2) of the EIA requires the governing body to:

- a. make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils; and
- b. notify the head teacher and give him related guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

While it is for each governing body to decide their own principles, the following should be covered in the school behaviour policy:

- a. Screening and searching pupils;
- b. The power to use reasonable force or make other physical contact;
- c. The power to discipline beyond the school gate;
- d. Pastoral care for school staff accused of misconduct;
- e. When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

Lunchtime Behaviour Management

We have the same expectations for pupil behaviour at lunchtime as we do for the rest of the working day. Lunchtime supervisors, who deal with any behaviour incidents, will liaise with the class teacher at the end of lunchtime – this will ensure consistency of behaviour management and allow any incidents or issues to be resolved - or refer to the Head teacher or deputy head who are on duty. Lunchtime Supervisors will use the same behaviour management systems as the rest of the school. If it is judged as a more serious incident, then the support will be requested from either the Head or Deputy Head immediately.

Playtime games and equipment have been provided for the children to enable them to be engaged in constructive play and Playleaders are used in order to support and engage younger children in activities. Any children, who require additional support at lunchtime in order to manage their behaviour, will be accompanied by a designated adult and will participate in structured lunchtime activities (Nurture Groups).

We constantly review lunchtime behaviour with both the staff and pupils and amend and adapt our provision in light of this feedback.

Recording

The school keeps a variety of records of incidents of misbehaviour.

- The class teacher notes more serious classroom/lunchtime incidents on CPOMS.
- The Head teacher records those incidents where a child is sent to him/her on account of serious bad behaviour or concerns raised by a parent or carer (CPOMS).
- The Head teacher keeps a record of any pupil who is suspended, or who is permanently excluded.

The use of Suspension and Permanent Exclusion

Our procedures for exclusion are directly based on: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
Guidance for maintained schools, academies, and pupil referral units in England, August 24.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion.

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Key Points:

- Only the head teacher of the school can suspend or permanently exclude a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.
- Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made.
- A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.
- It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Oak National Academy or school resources such as TTRocks, My Maths, SATs companion. The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.
- A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a governing board meeting is triggered.
- The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.
- For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.
- The headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing board. Where an exclusion is cancelled, then:
 - a. Parents, the governing board, and the LA should be notified without delay and, if relevant, the social worker and VSH;

- b. Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled;
 - c. Schools should report to the governing board once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling governing boards to have appropriate oversight and;
 - d. The pupil should be allowed back into school.
- Telling or forcing a pupil to leave school, or not allowing them to attend school, is a suspension (if temporary) or permanent exclusion (if permanent). Whenever a pupil is made to leave school, or forbidden from attending school, on disciplinary grounds, this must be done in accordance with the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 and with regard to relevant parts of this guidance.
 - Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.
 - Any exclusion of a pupil, even for short periods, must be formally recorded. It would also be unlawful to exclude a pupil simply because they have SEN or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal school exclusion process and regardless of whether it occurs with the agreement of parents.
 - The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.
 - Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required.
 - Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.
 - The very best Alternative Provision (AP) can be important co-experts in managing behaviour and providing alternatives to exclusion. This could include outreach support for pupils in mainstream schools and offering short-term places to pupils who need a time limited intervention away from their mainstream school. Schools should work with high quality AP providers to ensure a continuum of support is available for pupils for whom good behaviour cultures and policies are not working.
 - A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Duty to inform parents about an exclusion

Whenever a headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it.

They must also, without delay, after their decision, provide parents with the following information in writing:

- a. the reason(s) for the suspension or permanent exclusion;
- b. the period of a suspension or, for a permanent exclusion, the fact that it is permanent;
- c. parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this;
- d. how any representations should be made; and
- e. where there is a legal requirement for the governing board to consider the suspension or permanent exclusion, that parents or a pupil if they are 18 years old have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Written notification of the information above can be provided by delivering it directly to the parents, leaving it at their usual or last known home address, or posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.

Where a suspended or permanently excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- a. the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- b. the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant;
- c. the address at which the provision will take place; and
- d. any information required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session on the first day of the suspension or permanent exclusion, it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board about an exclusion

The headteacher must, without delay, notify the governing board of:

- a. any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- b. any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- c. any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

When removing a pupil from the school roll, the governing board must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time. Informing the local authority about an exclusion. The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified. Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

The governing board's duty to consider an exclusion

Governing boards have a key responsibility in considering whether excluded pupils should be reinstated. This forms part of their wider role to hold executive leaders to account for the lawful use of exclusion, in line with the duties set out in law, including equalities duties.

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion. The requirements on a governing board to consider the reinstatement of a suspended or permanently excluded pupil depend upon a number of factors.

The governing board must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the headteacher if:

- a. it is a permanent exclusion;
- b. it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- c. it would result in the pupil missing a public examination or national curriculum test.

The use of Reasonable Force (please refer to our Positive Handling Policy)

Our policy for Positive Handling is based on guidance produced by the DfE "[The Use of Reasonable Force, Advice for headteachers, staff and governing bodies - July 2013](#)".

We are committed to providing the highest standards in protecting and safeguarding the welfare of children and young people entrusted to our care. We recognise there is a need in line with the DfE "*The Use of Reasonable Force, July 13*" to intervene when there is an obvious risk of safety to pupils, staff and property. For the most part this is achieved through the fostering of good relationships, and the normal application of positive behaviour management to support and intervene. However, in exceptional or extreme circumstances this may involve the use of reasonable force.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Government guidance from the DfE stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

1. self-injuring
2. causing injury to others
3. committing a criminal offence
4. engaging in any behaviour prejudicial to maintaining good order and discipline at school or among any of its pupils, whether the behaviour occurs in a classroom during a teaching session or elsewhere within school (this includes authorised out-of-school activities).

It should be emphasised that if used at all, restraint (referred to as Positive Physical Interventions - PPI) should be seen in the context of a further positive action of care and concern. In line with DfE "*The Use of Reasonable Force, July 2013*" it is used as a 'last resort' option and in the most extreme cases, other strategies will always have been attempted first. As best practice regarding PPI, this policy should be considered alongside other relevant school policies, especially those involving behaviour, health and safety and child protection.

At Straits, the Headteacher, Deputy Head and identified staff are trained and updated on a three-year cycle. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in [Use of reasonable force Advice for head teachers, staff and governing bodies, July 2013](#).

The power to discipline beyond the school gate

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

The school will apply our behaviour policy to any bad behaviour when the child is:

1. taking part in any school-organised or school-related activity
2. travelling to or from school
3. wearing school uniform or in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

1. could have repercussions for the orderly running of the school or
2. poses a threat to another pupil or member of the public
3. could adversely affect the reputation of the school.

In all of these circumstances the head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow our safeguarding policy.

Searching Pupils

Our policy for searching pupils is based on guidance produced by the [DfE: Searching, Screening and Confiscation Advice for schools July 2022](#).

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives or 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, or damage to the property of, any person (including the pupil).

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher should oversee the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy).

The law states the member of staff conducting the search must be of the same sex as the pupil being searched. There must be another member of staff present as a witness to the search. There is a limited exception to this rule. This is that a member of staff can search a pupil of the opposite sex and/or without a witness present only:

- if the 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 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 a member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a record of the search is kept.

Any search by a member of staff for a prohibited item listed and all searches conducted by police officers should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. Headteachers may also decide that all searches for items banned by the school rules should be recorded.

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 as a consequence of the search.

Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents. Parents should always be informed of any search for a prohibited item listed that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils;
- is prohibited, or identified in the school rules for which a search can be made or
- is evidence in relation to an offence.

For a list of prohibited or illegal items, please refer to page 17 – 19 of [Searching, Screening and Confiscation Advice for schools July 2022](#).

Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour. As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

Complaints

All complaints will be dealt with according to our school complaints policy.

GDPR

This Policy adheres to the principles under data protection law. For further information please review the School's Data Protection Policy published on the School Website. This policy will be reviewed annually.

Monitoring and Evaluation

We will ensure that this policy and its procedures are being applied and are impacting on pupil well-being through learning walks, pupil interviews, staff and parent feedback and SLT and Governor review meetings. The Governing body will monitor the implementation and impact of this policy.

Signed by:

Chair of Curriculum Committee:

Date:

Head teacher:

Date:

Agreed at the Curriculum Committee Meeting on: