



Fairway
Primary
School

Behaviour Policy

Member of staff responsible:	Alison White/Liz Mason
Date policy written:	July 2021
Date reviewed:	July 2023 July 2025
Date approved by Governing Body:	September 2021

≈ *Responsible* ≈ *Ambitious* ≈ *Individual* ≈ *Explorers* ≈

PURPOSE

At Fairway Primary School, we provide a learning environment where each child is valued as an individual and given equal opportunity to develop their full potential. We strive to provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. We believe that everyone should treat one another with dignity, kindness and respect. We ensure that children understand what behaviour is expected and encouraged and what behaviours are unacceptable. Positive reinforcement is given when expectations are met, while sanctions are required when rules are broken. We especially aim to encourage and reward children's good behaviour and good attitude towards school work.

Raising the self-esteem of our children is very important to us. We therefore aim to raise the self-esteem and achievement of all our children, irrespective of race, culture, gender or disability by providing a broad balanced curriculum, which also reflects a wide range of values and cultures.

We believe our children play an important part in the behaviour decision making process and where all the children's views and concerns are listened to, respected and acted upon on.

In addition, we recognise the importance of a positive and supportive partnership between staff and parents/carers, facilitating an early contact to discuss concerns about progress, wellbeing and behaviour.

AIMS:

- To provide a consistent approach for promoting positive behaviour.
- To ensure that expectations of behaviour are clearly communicated to children, staff and parents/ carers.
- To establish a coherent and fair reward system that acknowledges and celebrates good behaviour.
- To establish procedures which determine a clear and consistent approach to unacceptable and disruptive behaviour.
- To encourage a calm, purposeful and happy learning environment.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are celebrated and valued.
- To provide opportunities for children to develop their independence, self-discipline and sense of responsibility towards themselves and others.
- To raise self-esteem and teach positive behaviour through the content and delivery of the broad and balanced curriculum.
- To ensure the development and progress of children with behavioural needs are regularly reviewed with staff and parents/ carers.
- To effectively manage incidents of bullying and discrimination when they occur.
- To keep up to date records of all behaviour on CPOMS for serious/concerning/repeating behaviours.

RESPONSIBILITIES

Responsibilities of Children

- To follow the school's behaviour policy and uphold the school rules contributing to the positive culture of the school.
- To work to the best of their abilities and to allow others to do the same.
- To treat others with respect and kindness at all times.
- To respond appropriately to the instructions of all staff and other adults working in school.
- To take care of property and the environment in and around school.
- To cooperate with children and adults in all aspects of school life.
- School leaders will ask children for their feedback on the school environment and ethos.
- Children new to the school will be supported with understanding different behaviour expectations.

Responsibilities of Parents/ Carers

- To encourage respect and good behaviour and to make their children aware of inappropriate behaviour.
- To behave appropriately to staff, other parents/ carers and children.
- To inform school staff about anything that may affect children's learning, behaviour and well-being at school.
- To show an interest in all that their child does at school.
- To establish good communication with school staff and support the behaviour policy.
- To work with school staff to address and review any behaviour issues with their children.
- To offer help and support with learning at home, including the completion of homework.
- To provide children with the appropriate school uniform, including PE kit and shoes and ensure that their children are dressed appropriately for school.
- To supervise children's use of the internet for school/educational purposes following e-safety guidelines.
- If support is needed, the school can offer work with outside agencies which may initially require an Early Help Assessment.

Responsibilities of Staff

- To comply fully with the school's policies and procedures.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential by offering high quality, inspiring learning experiences.
- To maintain high expectations of children behaviour and learning and establish clear boundaries.
- To create a safe, stimulating and pleasant environment for learning.
- To use rules and sanctions clearly and consistently.
- To be a good role model for behaviour as outlined in the school's Code of Conduct Policy.
- To establish effective partnerships with parents/ carers so that children can see the key adults in their lives share a common aim.
- To recognise each child as an individual and to consider the needs of each child.
- To praise and reward appropriate behaviour and achievements.
- To record and report positive and negative behaviour as outlined in the behaviour policy.

Responsibilities of School leaders

- School Leaders will be highly visible around school at all times and engage with the school community so that everyone can feel safe and supported.
- All new to school staff, will have an induction meeting with a member of the Senior Leadership Team so that expectations can be set.
- The Senior Leadership team will organise appropriate, timely and supportive training for staff, including induction for new staff, this may include support from the Inclusion Support Service, Team Teach and training on certain Special Educational Needs.
- Ongoing engagement will also continue with external agencies, which can help to inform effective implementation of the Behaviour Policy –[Mental health and behaviour in schools guidance](#).
- Support will also be in place for Early Career Teachers in line with the following publications.

[Initial Teacher Training \(ITT\) Core Content Framework](#)
[Early Career Framework \(ECF\)](#)

Responsibilities of the Headteacher who is also the Senior Safeguarding Lead

- To ensure a safe and secure environment where all can learn.
- To encourage good behaviour and respect for others.
- To secure an acceptable standard of behaviour of children.
- To promote, among children, self-discipline and proper regard for authority.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- To ensure that children complete any tasks reasonably assigned to them in connection with their education.

Responsibilities of Governors

- To ensure the school has a behaviour policy and procedures in place that are in accordance with local authority guidance, locally agreed inter-agency procedures, and government guidance.
- To ensure the behaviour policy is made available to parents/ carers on request.
- To ensure the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- To ensure a senior member of the school's leadership team is designated to take lead responsibility for behaviour management and the recording and reporting of positive and negative behaviour.
- To ensure that staff undertake appropriate behaviour management training.
- To nominate a governor to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the head teacher.
- To review their policies and procedures regularly.

WHOLE SCHOOL APPROACH

Our whole school ethos is to encourage and reward good behaviour throughout the school day. The expectation is for each child to achieve their very best. We focus on developing the children's positive learning behaviours and their ability to build good relationships.

SCHOOL RULES AND VALUES

To ensure that we are all safe, happy and can achieve at school, we expect everyone to follow our school rules:

- Keep your hands and feet to yourself
- Do as asked the first time
- Work as well as you can
- Be polite to everyone
- Listen to everyone

Embedded within everything we do are our core values where we teach and encourage the children to be:

- Ambitious
- Responsible
- Individual
- Explorers

THE SCHOOL RULES AND VALUES MUST BE DISPLAYED IN EACH CLASSROOM AND REFERRED TO WITH THE CHILDREN ON A DAILY BASIS.

ZONES OF REGULATION

At Fairway Primary School, we follow a whole school approach to Zones of Regulation. We teach children to check in with their own emotions/energy levels and make reasonable adjustments in order to self-regulate and be in the green zone: Ready to Learn and Ready to Play.

Strategies include:

- Meeting and greeting children at the classroom door to gain a sense of levels of emotion on entering the classroom.
- Verbal Zones of Regulation check-ins every morning, after lunch and other times when appropriate.
- Daily use of the Zones of Regulation language by all staff in school to reinforce good behaviour and attitude to work.
- Explicit teaching and modelling of how to adjust emotions/energy through agreed whole school calming and alerting strategies.
- Message boxes on teacher's desks to ensure that all children have the opportunity to be listened to and heard.

WHOLE SCHOOL SIGNALS

Staff in school will stop large groups by silently putting their arm in the air. The children and accompanying adults will then follow suit and put their arm in the air until everyone has done so.

In class, to stop the class staff will say:

- 3 – Stop what are you doing
- 2 – Put everything down.
- 1 – Look at me.

REWARDS AND SANCTIONS

Every child starts each session (morning, after break and after lunch) on GOLD. This enables each session to be a fresh start. Every child has the opportunity to maintain GOLD or build upon this to achieve RAINBOW. If expectations are not met an appropriate sanction will be given.

Each class should have displayed clearly:

- The behaviour chart with all of the names of the class clearly labelled.
- The 50 smiles chart
- A sign to show the amount of smile time achieved and the activity the class is working towards.

STAGE	CONSEQUENCE	RESULT/ACTION TO FOLLOW
 Rainbow	Celebration of moving up to Rainbow in class.	<ul style="list-style-type: none"> • Children will be returned to GOLD after playtime and lunchtime. • Each child on this section at the end of a session earns 10 dojos
Gold	All children start each session on Gold. Celebration of staying on Gold in class.	<ul style="list-style-type: none"> • Children will be returned to GOLD after playtime and lunchtime. • Each child on this section at the end of a session earns 5 dojos
PR- EMPTIVE STRATEGIES		
Purple	Verbal warning enabling the child to think about their behaviour and modify it accordingly.	<ul style="list-style-type: none"> • Child's name moved on behaviour chart
PRE-EMPTIVE STRATEGIES		
Blue	Time out within the classroom.	<ul style="list-style-type: none"> • Child's name moved on behaviour chart
PRE-EMPTIVE STRATEGIES		
Yellow	Yellow card issued. Child goes to partner class for appropriate length of time (maximum of 30 mins) with yellow card and appropriate work	<ul style="list-style-type: none"> • Child's name moved on behaviour chart • Record on CPOMs • Class teacher must speak personally to parent/carer to discuss matter. • Class teacher must have a follow up conversation with the child so reintegration is positive and successful.
PRE-EMPTIVE STRATEGIES		
Red	Red card issued. Child goes to member of SLT with red card. SLT member decides on action to take.	<ul style="list-style-type: none"> • Child's name moved on behaviour chart • Record on CPOMs • SLT member must speak personally to parent/carer to discuss matter. • SLT should have a conversation with the Class teacher and the child so reintegration is positive and successful.

POSITIVE LEARNING CLIMATES/ PRE EMPTIVE STRATEGIES

Staff should aim to create positive learning environments where learning can take place. Adults in school should use pre-emptive strategies to de-escalate behaviour e.g. talking to the child 1-1, moving the child to be next to the grown up.

Here are our top tips:

- Develop positive relationships with children, their parents/ carers and with each other.
- Meet and greet – be at the door in the morning to ensure a positive start to the school day.
- PIP/RIP – Praise in Public and Reprimand in Private
- Keep calm in the use of your voice and tone.
- Be consistent in your use of language and positive approach.
- Make instructions clear and concise, generally no more than two at a time.
- Positivity breeds positivity – use positive affirmations all of the time
- Being silent is just as effective as talking- remember the importance of non-verbal communication e.g. a look or a modelled action.
- Classroom layout – consider the layout are all the children facing forward? Can all of the children see the board?
- Make learning engaging– talk less and don't keep the children on the carpet too long. Do more practical activities and less worksheets to engage learners.
- Be self-reflective as a staff member – leave the negative at the door, be solution focused and don't forget to smile.
- Aim high – have high expectations at all times. Set consistent boundaries and don't deviate from these.

REWARDS

If children behave well they can expect to be rewarded in the following ways:

- **Praise**
- **Stickers**
- **Class Dojos** – GOLD = 5 dojos and RAINBOW = 10 dojos can be achieved in each session on class behaviour charts. Dojos can also be given for high quality work and demonstrating the 4 school values
- **Smile Rewards** –collected as a whole class. When 50 smiles are achieved, the class are awarded 15 minutes of activity. Classes may decide to bank their 15 minutes rewards so they can take an extended period of time. Classes will decide what activity they will do with their time. E.g. 15 minutes extra playtime or banked time of 90 minutes for a film and popcorn.
- **Star Pupil Awards** – A certificate will be given to 2 children in Friday celebration assembly.
- **Lunchtime 50 smile Award** – A 50 smile certificate will be awarded in Friday celebration assembly. This will be awarded by lunchtime staff for the best class following lunchtime expectations.
- **Fairway postcards** - sent home to parents/carers -1 postcard to be brought to Wednesday briefing each week
- **Children sent to Headteacher, Deputy Headteacher for good work etc**

RESPONSE TO INAPPROPRIATE BEHAVIOUR

The aims of any response to inappropriate behaviour should be to maintain the positive culture of the school, restore a calm and safe environment in which all children can learn and thrive and prevent the reoccurrence of the inappropriate behaviour. It is important that staff maintain a consistent, fair and proportionate manner when dealing with incidents of inappropriate behaviour. This ensures all children feel listened to and their voice to heard.

To achieve these aims, a response to behaviour may have various purposes these include:

- A) **Deterrence:** sanctions can often be effective deterrents for a specific child or a general deterrent for all children at the school.
- B) **Protection:** keeping children safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a child from a lesson, may be immediate or after assessment of risk.
- C) **Improvement:** to support children to understand and meet the behaviour expectations of the school and re-engage in meaningful education. Children will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Children should be supported to understand and follow the rules. This may be via sanctions, reflective conversations or targeted support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred: for example, if the child has suffered bereavement, experienced abuse or neglect, has mental health needs, has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home.

SCRIPTS FOR DEALING WITH A BEHAVIOUR INCIDENT:

- Always give children time and space to calm down.
Say 'I can see that you are upset, have some space to calm yourself and when you are ready let me know and we can talk about it.'
- Remind children it is important to be honest and own their part in the incident:
Say, 'Remember, I expect you to be honest when we are talking and take responsibility for your actions.'
- Listen to each child in turn whilst listening ask the child
'Was that a good choice or a bad choice?'
- Outline the expectation of behaviour including reference to school rules.
- Ask *'How do you think we can resolve this?'* Discuss the inappropriate behaviour and set appropriate consequences.
- Children say how the behaviour has made them feel. Children say what they want to happen e.g. *'Please don't do it again.'*
- Give opportunity for children to apologise to one another.
- Ask each child, *'Is there anything else you want to add? Do you feel the incident has been dealt with?'*

LUNCHTIMES

Midday supervisors in the first instance will resolve any behaviour issues during lunchtime. They will resolve issues between children by using the school script.

If they are unable to resolve the issue or deem it needing further investigation they will bring it to the attention of the Headteacher or Deputy Headteacher.

PERSONALISED BEHAVIOUR SUPPORT

Our school's culture consistently promotes high standards of behaviour and provide the necessary support to ensure all children can achieve and thrive both in and out of the classroom. Our good behaviour cultures create calm environments which benefit children with SEND, enabling them to learn.

At Fairway, we fully understand and appreciate that, for some children, our behaviour system needs to be adapted and personalised to meet their needs and enable them to succeed. We are also mindful that not all children requiring support with behaviour will have identified special educational needs or disabilities.

Adjustments can be made to routines for children with additional needs, where appropriate and reasonable, to ensure all children can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible in discussion with the class teacher, parents/carers and school SENDCO.

We may call upon the expertise of the following outside agencies for support:

- Inclusion Service
- Primary Jigsaw
- Neurodevelopmental and well-being service
- Resilience coach
- Family Hub Co-ordinator
- CAMHs

At Fairway, when a child is identified as having SEND, we implement a graduated approach to assess, plan, deliver and then review the impact of the support being provided.

The law also requires schools to balance a number of duties which will have bearing on their behaviour policy and practice, particularly where a child has SEND that at times affects their behaviour.

In particular:

- Schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled child caused by the school's policies or practices.
- Under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND.
- If a child has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting any of these duties, Fairway Primary School will, as far as possible, anticipate likely triggers of misbehaviour and put in place reasonable adjustments of support. The core values of Fairway will be at the forefront of any personalised plan.

PREVENTING RECURRENCE OF INAPPROPRIATE BEHAVIOUR

At Fairway we adopt a range of initial intervention strategies to help children manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. This is achieved by helping children understand the expectations of behaviour and by providing support for children who struggle to meet those expectations. Some children will need more support than others and this should be provided as proactively as possible. It will sometimes be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities.

Schools have a system in place (CPOMS) to ensure relevant members of SLT are aware of any child's persistently not meeting expected behaviour standards, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Examples of interventions schools can consider include:

- frequent and open engagement with parents/ carers, including home visits if deemed necessary;
- providing mentoring and coaching;
- short-term or longer term check ins with SLT where appropriate
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills.

Initial intervention to address underlying factors leading to inappropriate behaviour should include an assessment of whether appropriate provision is in place to support any SEND that a child may have. The 'graduated response' will be used to assess, plan, deliver (do) and then review the needs of the pupil and the impact of the support being provided. If the pupil has an Education, Health and Care (EHCP) Plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed.

Where school has serious concerns about a child's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

ANTIBULLYING POLICY

At Fairway, we aim to build positive relationships that accept, tolerate and celebrate the differences we all have to one another. We do not tolerate bullying of any description and aim to address any incidents in a timely manner. Please read out Anti Bullying Policy for further information.

WHAT THE LAW ALLOWS

Teachers can sanction children whose conduct falls below the standard which could reasonably be expected of them. This means that if a child misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that child.

Staff can issue sanctions any time children are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a child's misbehaviour occurs outside of school.

A sanction will be lawful if it satisfies the following three conditions:

- The decision to sanction a child is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher.
- The decision to sanction the child and the sanction itself are made on the school premises or while the child is under the lawful charge of the member of staff.
- It does not breach any other legislation (for example in respect of equality or special educational needs) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the child's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The headteacher may limit the power to apply particular sanctions, or to sanction particular children or types of children to certain staff and/or extend the power to discipline to adult volunteers, for example to parents/carers who have volunteered to help on a school trip.

Corporal punishment by school staff is illegal in all circumstances.

Responding to the behaviour of pupils with Special Educational Needs and/or Disability (SEND)

At Fairway, we consistently and fairly promote high standards of behaviour for all children and provide additional support where needed to ensure children can achieve and learn as well as possible. As a school we do not assume that because a child has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation. We consider whether a child's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the child. In considering this, we refer to the Equality Act 2010 and school's guidance.

We consider whether any reasonable adjustments need to be made to a school sanction in response to any disability the child may have. We also seek to try and understand the underlying causes of behaviour and whether additional support is needed.

SERIOUS BEHAVIOUR INCIDENTS

At Fairway, we endeavour to solve any behaviour problems before this point. However, continued disruptive behaviour or serious incidents of misbehaviour may result in either a Fixed Period Suspension or Permanent Exclusion. At Fairway these measures are seen as a last resort.

REMOVAL FROM CLASSROOMS

Removal is where a child, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a child is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this or are sent on a yellow card. The use of removal should allow for continuation of the child's education in a supervised setting, this may be another classroom. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the child.

Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents/ carers will be informed on the same day if their child has been removed from the classroom. As with all

disciplinary measures, we will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Removal should be used for the following reasons:

- to maintain the safety of all children and to restore stability following an unreasonably high level of disruption;
- to enable disruptive children to be taken to a place where education can be continued in a managed environment; and
- to allow the child to regain calm in a safe space.

Removal will be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a child is taken out of the classroom to regulate their emotions because of identified sensory overload as part of a planned response, such as those written in their 'My Plan.' If a child is removed they will be supervised by an appropriate member of staff, with appropriate resources and after a period of time, as designated at the time of removal, will be supported in reintegrating back into the class. This will include seeing a member of the Senior Leadership Team. This action will again need to be recorded on CPOMS so that the school can monitor due process. This may be short sessions to support learning for all or for more serious cases of misbehaviour, up to a day. As a school we wish to support children to understand that poor behaviour has consequences which are graduated to the seriousness of the behaviour, rather than immediately initiated fixed term suspensions.

The Headteacher will ensure that they have a full overview of all incidents and that they are logged by staff on school's electronic safeguarding system, CPOMS, so that all behaviour can be monitored. We will collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal. School will make data-based decisions to consider whether frequently removed children may benefit from additional and alternative approaches, a pastoral review or investigation by the Special Educational Needs Co-ordinator (SENCo), or whether specific teachers may require more support.

The school will also analyse the collected data to identify patterns relating to children sharing any of the protected characteristics and the behaviour policy is not having a disproportionate effect on children sharing particular protected characteristics.

When dealing with individual removal cases, the Headteacher and teachers will:

- consider whether any assessment of underlying factors of disruptive behaviour is needed;
- facilitate reflection by the child on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future;
- ensure that children are never locked in the room of their removal. There may be exceptional situations in which it is necessary to physically prevent a child from leaving a room in order to protect the safety of children and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction and therefore is not covered by this section;
- ensure that the Children and Families Act 2014, the Equality Act 2010 and regulations under those Acts are being complied with; and
- if a child has a social worker, including if they have a Child in Need plan from social care, a Child Protection plan or are looked-after, notify their social worker. If the child is looked-after, ensure their Personal Education Plan is appropriately reviewed and amended and notify their Virtual School Head.

SUSPENSION AND PERMANENT EXCLUSION

'All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.'

Headteachers 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.

We are clear that we trust headteachers to use their own professional judgement based on individual circumstances when considering whether to suspend or permanently exclude a pupil. The circumstances that may warrant a suspension or permanent exclusion to occur can be found within the section 'Reasons and recording exclusions' within the ['Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England including pupil movement guidance'](#).

This is direct quote from the DFE publication 'Behaviour in Schools July 2022.'

See separate policy-Suspensions and Exclusions policy.

THE USE OF 'REASONABLE FORCE'

- Detailed advice is available in [Use of Reasonable Force – advice for school leaders, staff and governing bodies](#).
- There are circumstances, when it is appropriate, for the staff in school to use reasonable force to safeguard children. Members of the Teaching and Teaching Assistant staff have been Team Teach trained. This is updated in line with guidance.
- The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children.
- The Headteacher and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.
- When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the child, including SEND, mental health needs or medical conditions.

SEARCHING, SCREENING AND CONFISCATION

Detailed guidance for schools can be found in Searching, screening and confiscation at school. mailto:https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

School staff can confiscate, retain or dispose of a child's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Items which may be searched for are:

- Mobile phones and other mobile devices
- Controlled drugs
- Illegal Drugs (police would be called)
- Items which could be deemed as a weapon (police would be called to assist)
- Alcohol, tobacco, fireworks.
- Inappropriate images and writing
- Stolen items

Parents/ carers will be informed before the search and if items are confiscated. Next steps will also be discussed such as referral to Social Care and the Police if necessary. The school will deem all property taken and consequences of children having these items extremely seriously, especially if mobile devices have been used to take images on school property. This may lead to suspension and permanent exclusion, especially if images have been shared onto social platforms.

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Schools have the power to sanction children for not meeting behaviour expectations outside of the school premises to such an extent as is reasonable. School must ensure that they consult parents/ carers.

Conduct outside the school premises, including online conduct, that schools might sanction children for include :

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a child will be lawful if it is made on the school premises or elsewhere at a time when the child is under the control or charge of a member of staff of the school.

If a report of a child is given to school concerning a child's behaviour out of school it will be considered on an individual basis and next steps may include:

- calling parents/ carers
- calling police
- calling the Multi Agency Safeguarding Hub
- informing CEOP (online police)
- Supporting parents/carers to make next steps

GUIDANCE IN SPECIFIC BEHAVIOUR ISSUES

CHILD ON CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

Following any report of child-on-child sexual violence or sexual harassment offline or online, school will follow the general safeguarding principles set out in [Keeping children safe in education \(KCSIE\)](#) - especially Part 5. The designated safeguarding lead (or deputy) is the most appropriate person to advise on the school's initial response. Each incident will be considered on a case-by-case basis.

School is clear in every aspect of their culture that sexual violence and sexual harassment are never acceptable, will not be tolerated and that children whose behaviour falls below expectations will be sanctioned. Schools make clear to all staff, through training, the importance of challenging all inappropriate language and behaviour between children.

School has referred to the [Respectful School Communities toolkit](#) for advice on creating a culture in which sexual harassment of all kinds is treated as unacceptable.

School will never normalise sexually abusive language or behaviour by treating it as 'banter', an inevitable fact of life or an expected part of growing up. We advocate strenuously for high standards of conduct between children and staff; they should demonstrate and model manners, courtesy and dignified/respectful relationships.

Where relevant, children who fall short of these behaviour expectations may be sanctioned whilst other investigations by the police and/or children's social care are ongoing.

Responding assertively to sexually inappropriate behaviour is an important intervention that helps prevent challenging, abusive and/or violent behaviour in the future. Part 5 of [KCSIE](#) provides guidance and links to external support for school to access appropriate support for children exhibiting sexually inappropriate and/or harmful sexual behaviour.

It is essential that all victims are reassured they will be supported, kept safe, and are being taken seriously, regardless of how long it has taken them to come forward. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

In instances where reports of sexual abuse or harassment are proven to be deliberately invented or malicious, the school will consider whether any disciplinary action is appropriate. As with all safeguarding matters, it will be important that the designated safeguarding lead is engaged and makes referrals into support services as appropriate, such as the MASSH.

MOBILE PHONES

At Fairway Primary school, we have a strict no mobile phone policy for all children and staff-this includes contractors and visitors to the school. Many children, especially as they get older, will be walking home and to school, in this instance, parents/carers will need to complete a form (available at the office) to state that they wish their child to have a phone. The children will then be allowed to bring their phone to school but it MUST be handed into the class teachers at the beginning of the day (turned off) and picked up at the end of the day on leaving.

Any child found with their phone with them during the school day, breaches not only the behaviour policy but also the safeguarding policy and the matter will be taken extremely seriously. Consequences could take the form of parent/carer discussions, confiscation of the phone and the privilege of bringing the phone to school, denied and in severe case, exclusion.

BEHAVIOUR INCIDENTS ONLINE

The way in which children relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Schools should be clear that even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy and speaking to the designated safeguarding lead (or deputy) when an incident raises a safeguarding concern. In cases where a school suspects a pupil of criminal behaviour online, police, CEOP and the MASSH will be informed

When an incident involves nude or semi-nude images and/or videos, the member of staff should refer the incident to the designated safeguarding lead (or deputy) as the most appropriate person to advise on the school's response. Handling such reports or concerns can be especially complicated and schools should follow the principles as set out in [Keeping children safe in education](#). The UK Council for Internet Safety also provides the following guidance to support school staff and designated safeguarding leads: [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#).

Many online behaviour incidents amongst young people occur outside the school day and off the school premises. **Parents/ Carers are responsible for this behaviour.** However, often incidents that occur online will affect the school culture. School will sanction children when their behaviour online poses a threat or causes harm to another child, and/or could have repercussions for the orderly running of the school, when the child is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school. Parents will be supported by discussions over next appropriate steps.

SUSPECTED CRIMINAL BEHAVIOUR

In cases when a member of staff or headteacher suspects criminal behaviour, the school will make an initial assessment of whether an incident should be reported to the police only by gathering enough information to establish the facts of the case. These initial investigations will be fully documented (using CPOMS), and school will make every effort to preserve any relevant evidence. Once a decision is made to report the incident to police, school will ensure any further action they take does not interfere with any police action taken. However, school retain the discretion to continue investigations and enforce their own sanctions so long as it does not conflict with police action.

When making a report to the police, it will often be appropriate to make in tandem a report to local children's social care. As set out in [Keeping children safe in education \(KCSIE\)](#), it would be expected in most cases that the designated safeguarding lead (or deputy) would take the lead.

RACIST AND HOMOPHOBIC REMARKS

Dealing with racist/ homophobic incidents:

- Information concerning the incident will be logged on CPOMS
- A meeting/phone call with the parents/ carers of all parties will be called as soon as possible to outline the incident and discuss next steps.
- The incident will be dealt with restoratively and support put in place for all parties.
- Support for all will be monitored and recorded on CPOMS.
- If incident is repeated, then further sanctions will be taken including suspension if appropriate.
- All incidents will be recorded in accordance with the Local Authority directive.

ALLEGATIONS AGAINST STAFF

All allegations against staff will be dealt with according to the school's safeguarding policy, our care and control policy, complaints policy, Low Levels of Concern Policy and current Government guidance. If a child is found to have made a malicious allegation of abuse against a member of staff, this is a serious matter on which the school should take appropriate disciplinary action.

MONITORING AND EVALUATING SCHOOL BEHAVIOUR

Fairway Primary School has strong and effective systems for data capture, including all components of the behaviour culture (CPOMS). This is monitored regularly by the Headteacher and Deputy Headteacher, we have a clear monitoring and evaluation cycle with engagement from school leaders; doing so assists with reporting on behaviour culture clearly and accurately. Governors will be kept informed via termly headteachers reports on incidents and outcomes. If a child is fixed term suspended or excluded then the Chair of Governors will be informed.

At Fairway Primary School we collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- incidents of searching, screening and confiscation;
- surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture.

School leaders and staff analyse data with an objective lens and from multiple perspectives. School leaders pose questions to drill down further to identify possible factors contributing to the behaviour, system problems or failure to provide appropriate support. Analysing the data by protected characteristic and using those findings to inform policy and practice help a school ensure that it is meeting its duties under the Equality Act 2010.

RELATED SCHOOL POLICIES

- Safeguarding Policy
- Health and Safety Policy
- Anti-Bullying Policy
- Medicines Policy
- Special Educational Needs Policy
- Code of Conduct for staff
- Suspension and permanent Exclusion policy
- Low level of concerns policy