

MOSAIC SCHOOLS LEARNING TRUST



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BEHAVIOUR and RELATIONSHIPS POLICY

All schools in Mosaic Schools Learning Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Staff Responsible:

Head Teacher

Date of Review:

March 2026

Date of Next Review:

March 2027

SUMMARY OF CHANGES

Date	Change
December 2024	New policy
March 2026	Reviewed; changes under 5. Definitions of Misbehaviour; mobile phones; 7. Responding to Good Behaviour

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1. Aims

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 good behaviour and relationships that reflect the values of the school.
- Outline the expectations, positive reinforcements 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.
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management.

2. Legislation, Statutory Requirements and Statutory Guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: Advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units 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 takes into account:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

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

3. The School Behaviour Curriculum

Rationale

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for teaching and learning. When children and young people feel included, respected, safe and secure, where their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

The culture we create within our schools is everyone's responsibility. Each member of the school community has their part to play to support our children in developing our shared values and ethos. How we behave can be learnt like any other skill. The most powerful tool we have to support children with this is to model behaviour we see as desirable, consistently and intentionally.

Key principles of our approach:

- **School leaders are responsible for establishing a culture of good behaviour** whereby all adults understand their role in establishing and maintaining systems, structures and routines.
- **Putting relationships first**, creating a culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- **Being 'fair' is not about everyone getting the same** (equality) but about everyone getting what they need (equity).
- **Understanding behaviour is a form of communication.** Both adults and children use behaviour to communicate throughout every minute of every day. More often than not, negative behaviour in children manifests out of frustration at either not understanding the situation, or being unable to verbally express their desires, needs and feelings.
- **Maintaining clear boundaries and expectations around behaviour.** To help children feel safe, they need both nurture and structure. Children need predictable routines, expectations and responses to behaviour.

Our behaviour curriculum is underpinned by our commitment to:

- The fundamental British Values – democracy, rule of law, individual liberty, mutual respect and tolerance.
- Mosaic Schools Learning Trust values – respectful, resourceful and resilient.
- Our school curriculum drivers (what we want our children to be) – Global Citizens, Effective Communicators, Champions for Healthy Lifestyles and Lifelong Learners.

We develop the children's understanding of these values and drivers through the work we do across our curriculum, in our assemblies and through the behaviour we exhibit as adults. Our curriculum and assemblies give us the opportunity to use a wider range of people (past, present, well-known, local) as examples and models of our values and drivers.

Establishment Phase

As a school we use the **Establishment Phase** approach to cultivate positive relationships with every child. It allows staff and pupils to build trust, make connections and develop a shared understanding of the purpose of learning in our school. The initial phase lasts for the first two to three weeks at the start of the academic

year. As well as setting clear expectations and consistent routines, the purpose is to establish a positive, motivated classroom with shared high expectations and a culture for learning throughout the school.

The principles of the Establishment Phase are revisited regularly, particularly at the start of each term and become embedded in every classroom. Maintaining this practice has a positive impact not only on the pupils' well-being and learning but also on the relationships they develop with peers and staff.

Rules and Expectations

At Unicorn children are expected to follow five key rules:

1. We use words that are kind and polite.
2. Our actions do not hurt or cause damage.
3. We walk inside the building.
4. We listen when others are speaking.
5. We allow others to learn.

These rules are intentionally simply worded to enable all our children to access and understand them. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'emotional regulation', 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation, or the ability to maintain a well-regulated emotional state to cope with everyday stress and to be most available for learning and interacting.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school.

The Zones of Regulation aims to teach children strategies to help them identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Unicorn, we want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

Using the Zones of Regulation as a framework, we aim to help children to:

- Recognise when they are in the different zones and learn how to change or manage being in the zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different zones, thus developing better empathy.

- Develop an insight into what might make them move into the different zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in.
- Develop problem-solving skills and resilience.
- Identify a range of calming and alerting strategies that support them.

Restorative Approach

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature.

In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration.

A restorative approach can be particularly effective in supporting situations between pairs or groups of children where misbehaviour is the result of friendship fallouts.

A restorative approach following an incident brings together the harmed and the wrong doer. All people affected by an incident should re-visit the experience by retelling and talking about the incident. Where possible, together they should negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again.

A restorative approach can be highly effective because it:

- transforms wrongdoing into a learning opportunity
- supports the needs of the 'harmed'
- creates obligations and support for 'harmers'
- encourages a school-wide culture of mutual respect and care

Restorative Interventions can take the form of:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

Use of restorative strategies/actions do not necessarily replace consequences/sanctions which would still be applied as and where appropriate.

4. Roles and Responsibilities

If we want to achieve consistency, it is imperative that staff, children, parents and carers have a shared understanding of our school expectations.

Pupils

We expect all pupils to demonstrate an understanding of the school's values and:

- show strong learning behaviours.
- behave well in school and when travelling to and from school and on school trips.
- recognise that the school is part of the wider community.
- take responsibility for their own actions.
- respect difference and individuality.
- ask questions to further knowledge and curiosity.

Pupils will be made aware of the following:

- the expected standard of behaviour they should be displaying.
- that they have a duty to follow the behaviour expectations.
- the school's key rules and routines.
- the rewards and positive reinforcements for meeting the behaviour standards, and the consequences they will face if they do not meet the standards.
- the pastoral support that is available to them to help them meet the behaviour standards.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Staff

Staff will:

- be positive role-models.
- develop positive relationships with every child.
- treat pupils as individuals and get to know pupils and respect them.
- be consistent, reflective and adaptable.
- understand the nature and impact of trauma and negative life experiences.
- develop an understanding of what children are trying to communicate through their behaviour;
- ensure all children have a voice and that their opinion is respected.
- engage positively with parents/carers.
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management.

Staff are responsible for:

- creating a calm and safe environment for pupils.
- modelling expected behaviour and positive relationships.
- 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.
- providing a personalised approach to the specific behavioural needs of particular pupils.
- recording and reporting behaviour incidents according to agreed procedures.

- considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- challenging pupils to meet the school's expectations.

The Head Teacher

The Head Teacher and other senior leaders are responsible for:

- ensuring that the school environment encourages positive behaviour.
- ensuring that staff deal effectively with poor behaviour.
- monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.
- ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Parents and Carers

We ask parents and carers to:

- get to know the school's behaviour policy and reinforce it at home where appropriate.
- support their child in adhering to the school's behaviour policy and uniform policy (including PE kit).
- ensure their child arrives to school on time and maintains a high level of attendance.
- be a positive role model for their children.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with the class teacher promptly.
- attend any scheduled meetings regarding their child and take part in any meetings or pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- work in partnership with the school to share concerns and resolve issues and raise any concerns about the management of behaviour with the school directly.
- be respectful to school staff and the school's policies and procedures.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The Local Governing Body

The local governing body is responsible for monitoring this behaviour policy's effectiveness and holding the Head Teacher to account for its implementation.

5. Definitions of Misbehaviour

The lists below provide the definitions and examples of different levels of behaviour which are considered to be misbehaviour. Whilst these have been drawn up to cover most examples of different behaviours, they are **not exhaustive**, and any misbehaviour which differs from these examples will be considered in its own right and categorised appropriately.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of learning tasks and activities.
- Poor attitude towards other children, staff and school property and towards their own and others' learning.

Examples of some **misbehaviours** are:

- Frequent or constant chatting.
- Calling / shouting out in classrooms or around the school.
- Unfinished or unacceptable work due to time wasting.
- Not looking after resources, equipment or furniture carefully.
- Not sharing or co-operating.
- Thoughtless "rough" play.
- Interrupting the teacher / teaching – including getting out of seat and wandering around at inappropriate times.
- Running in the classroom / corridor /through the school.
- Leaving the classroom without permission.
- Name calling / unkind verbal comments.
- Bringing in and eating sweets, chocolates or chewing gum.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules.
- Any form of bullying.
- Physically aggressive behaviour.
- Sexual violence, or sexual assault (intentional sexual touching without consent).
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, jokes or taunting; 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 / vaping
- Racist, sexist, homophobic or discriminatory behaviour.
- Inappropriate use of school technology.
- Possession of any **prohibited/banned items**. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Tobacco and cigarette papers, vapes or vaping/smoking equipment
 - Stolen items
 - Fireworks

- Pornographic images
- Aerosols other than a deodorant
- Permanent marker pens
- Solvent based products
- Smart Watches with cameras or internet access (please see separate statement about mobile phones)
- Any article a 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).

Mobile phones

*Pupils are not encouraged to bring mobile phones to school. If a pupil is walking to/from school independently in preparation for secondary school and parents deem a phone necessary for the journey, the phone must be switched off at the school gate and then handed to the member of staff on the school door as they come in for safe keeping until the end of the school day. Pupils **must not** keep their phone on their person or in their bag. Pupils will not switch the phone back on until they have left the school building. Pupils will not be allowed to take mobile phones on school trips; neither day nor residential trips.*

In specific instances mobile phones are allowed for medical reasons, for example, diabetic monitoring, in which case the pupil will keep the phone with them at all times. A medical care plan will be in place and agreed by staff, parents or carers.

The school accepts no responsibility for any mobile phone or smart watch which is brought into school.

Some examples of **serious misbehaviours** are:

- Persistent refusal to accept school, classroom or playground rules, or authority of adults.
- Extremely disruptive behaviour which prevents other children from learning and compromises their safety and welfare.
- Leaving the building or learning area (e.g. forest school) without permission.
- Spitting, biting and other forms of violent behaviour towards others.
- Physical or verbal aggression towards a member of staff/ adult.
- Repeated bullying, identity-based bullying or prejudice-related incidents including religious intolerance, transphobia, biphobia, etc.
- Serious damage of property.
- Possession of any prohibited items.
- Inappropriate online behaviour, e.g. any type of recording / taking photos of children or adults on own devices in school premises, inappropriate messaging to peers.

Please see appendix 2 for information regarding biting – particular to our younger pupils.

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.

6. Bullying

Bullying is defined as “Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017) This can happen both on-line and offline.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">○ Racial○ Faith-based○ Gendered (sexist)○ Homophobic/biphobic○ Transphobic○ Disability-based (disablism)○ Misogynistic	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, including via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our [Anti-Bullying Policy](#) which can be found on the school website.

7. Responding to Behaviour

Classroom management

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

- Teachers aim to know the children as individuals, their personalities and interests and who their friends are.
- They promote a positive classroom and learning atmosphere.
- Teachers and children have high expectations of themselves and each other, displaying positive role models.
- Staff model the standards of courtesy that we expect from the children.
- We aim to praise the positive actions of children more frequently than commenting on the negatives.

They will:

- Display the school rules in their classroom.
- Develop, maintain and restore positive relationships with pupils which includes:
 - Greeting pupils in the morning/at the start of lessons.
 - Establishing clear routines including routines for all transition points.
 - Communicating expectations of behaviour in ways other than verbally.
 - Highlighting and promoting good behaviour.
 - Concluding the day positively and starting the next day afresh.
 - Having a plan for dealing with low-level disruption.
 - Using positive reinforcement.

Responding to good behaviour

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

We feel it is important for children who USUALLY behave well to be praised and encouraged rather than only to comment on the behaviour of those who often fall short of behavioural expectations. Therefore, positive reinforcements will be applied clearly and fairly to recognise efforts towards improving behaviour and those that consistently demonstrate positive behaviours.

Positive recognition may include: verbal praise; a note home to parents or feedback at the end of the school day; awarding team points/stickers, or possibly the Star of the Week certificate for significant improvement or ongoing and consistent 'role model' behaviour.

There are a range of opportunities for pupils to take on roles of responsibility in school. Class teachers will assign various jobs or responsibilities in the class from taking care of resources to being a 'welcome buddy' for a new class member. Children will be aware that, whilst roles are available to all, the consistent demonstration of expected behaviours makes them more likely to be recognised as being suitable for a role of responsibility. Likewise for wider school roles, such as being a Play Leader, the responsibility is awarded to older pupils who are recognised as demonstrating the appropriate behaviours we would like modelled to our younger children.

Responding to Misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the school expectations, and by responding in a consistent, fair and proportionate manner. Pupils should expect any misbehaviour to be addressed by staff.

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

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

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

- A verbal warning and reminder of the expectations of behaviour.
- A change of environment, e.g. the use of a quiet table or calm space.
- Expecting work to be completed at home, or at break or lunchtime – as age appropriate.
- Thinking / reflection time (or similar) at break or lunchtime.
- Referring the pupil to a senior member of staff.
- A phone call home to parent /carers or feedback to them at the end of the school day.

When misbehaviour is more serious or repeatedly poor:

- Use of an individual behaviour or pastoral support plan.
- Removal from the classroom – for a limited period of time.
- Suspension – for a fixed term.
- Permanent exclusion - in the most serious of circumstances.

Further details of how consequences are applied to incidents of poor behaviour is outlined in appendix 1. Personal circumstances and any additional needs of the pupil will be taken into account when deciding on the consequence, and decisions will be made on a case-by-case basis but with regard to the impact on perceived fairness.

Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. Staff may use reasonable force to prevent a pupil from:

- Causing disorder.
- Hurting themselves or others.
- Damaging property.
- Committing an offence.

Incidents of reasonable force must:

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

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

Searching and Confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any **prohibited/banned** items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil but will be given to their parent/carer, if appropriate. Prohibited items are set out in section 5 of this policy.

We will also confiscate any item that is disruptive or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching A Pupil

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

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

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff.

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure 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 Head Teacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. An appropriate location for the search will be found. Where possible, this will be away from other pupils.

The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search.

- Assess whether or not doing the search would put other pupils or staff at risk.
- Consider whether the search would pose a safeguarding risk to the pupil.
- Explain to the pupil why they are being searched.
- Explain to the pupil what a search entails – e.g. ‘I will ask you to turn out your pockets and remove your scarf’.
- Explain how and where the search will be carried out.
- Give the pupil the opportunity to ask questions.
- Seek the pupil’s co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction. If they still refuse to co-operate, the member of staff will contact the Designated Safeguarding Lead (or deputy) to try and 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 from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items as identified in this policy, but not to search for items that are only identified in the school rules. The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil’s outer clothing, pockets or possessions.

Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt).
- Hats, scarves, gloves, shoes, boots.
-

Searching Pupils’ Possessions

‘Possessions’ means any items that the pupil has or appears to have control of, including:

- Desks
- 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 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 5.
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items (listed in section 5), 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 5). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support After a Search

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

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

Strip Searches

The authorised member of staff's power to search outlined 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](#).

Before calling the police into school, staff 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 one of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the parents/carers, or they are not 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 two 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 two 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 Head Teacher.
- 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 whether, 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.

Off-site Misbehaviour

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

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

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

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

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

Online Misbehaviour

The school can apply behaviour consequences/sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm (including emotional 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.

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

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 Head Teacher or Assistant Head Teacher will make the report.

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

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

Zero-tolerance Approach to Sexual Harassment and Sexual Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police

More details of how these incidents will be managed can be read in our **Child Protection and Safeguarding Policy**.

Malicious Allegations

Where a pupil makes an allegation against a member of staff or 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.

8. Serious Consequences/Sanctions

Removal from Classrooms (in some incidents, known as internal or onsite suspension)

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

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

Removal is a serious sanction and will only be used in response to serious or persistent misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive.
- Maintain the safety of all pupils.
- Allow the disruptive pupil to continue their learning in a managed environment.
- Allow the disruptive pupil to de-escalate/calm in a safe space.

Pupils who have been removed from the classroom are supervised by a member of the senior leadership team and will be removed for an agreed period of time, e.g. until the end of the current lesson.

Pupils will not be removed from classrooms for prolonged periods of time unless decided by the Head Teacher or SLT working on their behalf.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help 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.

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

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.

Only the Head Teacher can exclude a pupil.

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 excluded. Suspension or exclusion may be the result of persistently poor behaviour or a serious single incident. The length of a suspension will depend upon a number of factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to reinforce expectations of the school in a clear and consistent way.

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 excluded from the school premises for the duration of the lunchtime period. The legal requirements relating to exclusion, such as the Head Teacher's duty to notify parents/carers, apply in all cases.

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 fixed period.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The following guidance is used by the Head Teacher to inform and support decision making in regards to suspensions and exclusions:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

9. Responding to Misbehaviour from Pupils with SEND

Recognising the Impact of SEND on Behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As 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. We will try to anticipate and remove triggers of misbehaviour, for example, by:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Appropriate adaptations to learning tasks and expectations.
- Flexible use of support e.g. practical resources and adult support.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema / medical needs.
- Training for staff in understanding conditions such as ASC or ADHD.

Adapting Sanctions for Pupils with SEND

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

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

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

Considering Whether a Pupil Displaying Challenging Behaviour May have unidentified SEND

Through careful monitoring, the school's Inclusion Lead/SENCO will assess and 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, play therapists 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.

Pupils with an Education, Health and Care (EHC) Plan

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

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

The school will liaise with the lead advisor at the local authority team for pupils with complex needs.

10. Supporting Pupils Following a Significant Behaviour Incident or Period of Poor Behaviour

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

This could include measures such as:

- Reintegration meetings – following a suspension or period of time out of class/off the playground.
- Daily contact with the SENCo Assistant or member of SLT.
- A report card/behaviour plan with personalised behaviour goals.
- Provision of alternative playtime activities, such as indoor play activities.

11. Pupil Transition

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

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training and Support

All staff are provided with training on managing behaviour; for some, this includes positive handling training. Behaviour management will also form part of continuing professional development.

Following a significant incident, such as where the use of reasonable force was necessary or when a child has behaved in a verbally or physically aggressive way towards a member of staff, the member of staff should be given the opportunity to take a break and/or speak with a colleague of their choice for support. They will also discuss the incident with the AHT or HT.

13. Monitoring Arrangements

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom.
- Incidents of a racial, homophobic or sexual nature.
- When reasonable force has had to be applied.
- Attendance, permanent exclusions and suspensions.

- Use of alternative provision and managed moves.

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.

This behaviour policy will be reviewed annually by the Head Teacher and Local Governing Body.

14. Links with Other Policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding policy
- Positive Handling Policy
- Anti- Bullying Policy
- Acceptable Use of IT policy
- SEND policy
- Staff Code of Conduct

Appendix 1- Behaviour Recognition and Consequences document

The chart below outlines examples of behaviours and possible responses/consequences that will be applied. In order to treat children equitably, staff will consider the specific details of the incident, previous behaviours or patterns of behaviour, the needs and understanding of the child and the impact on others of the behaviour.

Parents and carers will be aware that staff cannot discuss the needs of a child, other than their own, with them, the details of either a conversation with another child's parents or the consequence given.

<p>Mosaic Schools Learning Trust Values:</p> <p><i>Respectful – Resourceful – Resilient</i></p>		<p>School Rules:</p> <p><i>We use words that are kind and polite. Our actions don't hurt or cause damage. We walk inside the building. We listen when others are speaking. We allow others to learn.</i></p>		
<p>Recognition and rewards: Team points – Golden Balls – Star of the Week – ‘Just a note to say...’ home (from HT/AHT)</p>				
<p>Unwanted behaviours: these lists are not exhaustive</p>				
<p>Stage 1:</p> <ul style="list-style-type: none"> • Calling out in class • Distracting others e.g. talking, making noises, throwing rubbers • Not completing tasks to the best of your ability • Talking over others • Muttering, eye rolling, answering back – in response to an adult 	<p>Stage 2:</p> <ul style="list-style-type: none"> • Persistent/repeated stage 1 behaviours • Making personal unkind comments/insults • Grabbing, pushing, showing, shouting with/at another child • Use of offensive language • Not following adult instructions • Being rude to an adult 	<p>Stage 3:</p> <ul style="list-style-type: none"> • Persistent/repeated stage 2 behaviours • Refusing to follow instructions • Deliberately breaking equipment • Taking things without permission • Loss of temper, swearing and/or use of offensive words • Fight/altercation with another child – balanced/equally responsible 	<p>Stage 4:</p> <ul style="list-style-type: none"> • Persistent/repeated stage 3 behaviours • More serious fight leading to injury 	<p>Stage 5:</p> <ul style="list-style-type: none"> • Persistent/repeated stage 4 behaviours • Serious incidence of violence/aggressive or threatening behaviour/loss of control • Use of an object as a weapon • Hitting/striking an adult on purpose • Offensive/prejudiced/targeted language or comments • Seriously poor behaviour that reflects badly on the school.
<p>Response/Consequence: a consequence is/consequences are applied in a measured way; appropriate to the age, needs and understanding of the child</p>				
<ul style="list-style-type: none"> • Rule reminders and redirection • Warning issued to signal escalation to stage 2 • No formal recording necessary 	<ul style="list-style-type: none"> • Loss of part/all playtime • Reflection time • Discussion of behaviour with teacher • Make parent aware • Recorded on ‘Safeguard’ 	<ul style="list-style-type: none"> • Loss of playtime/lunchtime – with SLT • Parent informed by class teacher • Restorative approach conversation if appropriate • Temporary loss of responsibilities/privileges • Recorded on ‘Safeguard’ 	<ul style="list-style-type: none"> • Child discussion with AHT/HT; parent informed • Meeting with parents • Temporary exclusion from playground • Time learning away from class – supervised. • Report card initiated (Y5 or 6 only) • Recorded on ‘Safeguard’ and Serious Incident Log if appropriate 	<ul style="list-style-type: none"> • Meeting with parents • Recorded on Safeguard and Serious Incident Log. • Internal suspension – learning away from the class/ excluded from playground; fixed term • External suspension – fixed term. • Permanent exclusion

Appendix 2 – Biting Behaviours in Young Children

This appendix relates to the biting behaviours of young children in Early Years settings such as pre-schools and reception classes of primary schools, as it is rarely seen beyond this developmental stage (other than in children with particular SEND).

Other incidents of biting, for example as part of a fight between older children, will be responded to in the same way as any other act of physical aggression.

Young children bite for a number of reasons but most commonly because they do not have the words or ability to communicate their needs, frustration or anger in another way in that moment. Children may also bite for sensory or exploratory reasons, or as a way of gaining attention.

Being bitten can be very painful. The child will be comforted and checked for any visual injury; first aid will be administered as necessary, and the bitten area observed for any changes. Parents will be informed at pick up time or by phone if they attend the After School Club, or are going home with someone other than their parent/carer.

The child who has bitten will be told in terms that they understand that biting (the behaviour and not the child) is unkind and hurts. A consequence such as time out/reflection time will be given, if appropriate. Staff will support the child to recognise how they have made the other child feel and they will be asked to say, or show, that they are sorry. Again, parents will be informed at pick up time or by phone.

If biting becomes a repeated behaviour for a child, the school will work with the parents to identify reasons or triggers for the biting and develop strategies to prevent/stop the behaviour.