

RIVERSDALE PRIMARY SCHOOL

Behaviour & Anti-Bullying Policy

Date: 14th March 2024

Review Date: 13th March 2025



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 high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to positive behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Riversdale Primary School is committed to the belief that excellent behaviour should be celebrated and that barriers to this can be addressed, if pupils wish to do so.

We believe that the most powerful way to teach children what excellent behaviour is, is to model this behaviour at all times. We therefore require all adults in our school community: teachers, parents/carers, visitors etc., to follow the school's behaviour guidelines while on the premises.

LEGISLATION & STATUTORY REQUIREMENTS/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 2023
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

DEFINITIONS

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork, or where applicable, home-based skills practice
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence of any kind, including sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. As such behaviour should only be labelled with bullying with evidence that behaviours are targeted, repeated and sustained.

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 ● Special Educational Needs or Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, SEND status)
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, devices or via images, audio, video, or written content generated by artificial intelligence (AI)
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The Prevention of Bullying:

Riversdale Primary School takes a proactive approach to the prevention of bullying and recognises that this requires the support of the whole school community.

At Riversdale we:

- create and support an inclusive environment which promotes a culture of mutual respect, consideration, and care for others, which must be upheld by all.
- involve pupils in anti-bullying campaigns, such as Anti Bullying Week, embedding messages in the wider school curriculum.
- use the language of children's rights and the school values as a basis for all behaviour related discussions, supporting in the development of empathy and understanding of a wide range of lived experiences.
- ensure that all pupils know how to express worries and anxieties about bullying and who they can speak to if they are worried.
- teach the children the importance of speaking out and telling an adult when they see something wrong.
- remind the pupils that speaking out is not considered being a 'grass' or a 'snitch', but is an important part of being a member of the community.
- teach the concept of being an upstander and not a bystander, and that one person can make a difference. Within this, we discuss the motivations of bullies and bystanders and identify how we can challenge these as a community.
- actively challenge practices and language which do not reflect the school values, including 'banter' and 'jokes' at the expense of others.
- ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- extoll the value of reflection, supporting pupils to reflect on their behaviours to minimise the potential for recurrence. This is achieved through reflection forms completed following incidents, the highest level of which is reserved for verbal or physical 'hurting' of others.
- promote the importance of respect, empathy and love through regular assemblies, including Rights Respecting assemblies.
- involve parents/carers to support their child in developing confidence and self-esteem, as well as the importance of being an upstander.
- celebrate pupils that have represented the school values and acted positively, through celebration assemblies at the end of the week.

In addition, we:

- train all staff, including: teaching staff, support staff and pastoral staff (ELSA), to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- share updates on online safety with parents/carers including Online Safety Guide of the Month, using resources from National Online Safety.
- consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: displays, assemblies, UNCRC based classroom and playground charters, etc.
- ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-Bullying Week.
- provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.
- provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention, which involves or affects pupils.
- implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.

- use a variety of techniques to resolve the issues between those who bully, and those who have been bullied. The school utilises the phrases ‘choose to forgive’ and ‘choose to be kind’ to support a restorative approach in these circumstances.
- look for trends recorded on CPOMS and adapt our learning focus where necessary.

Responding to Bullying:

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- A member of the Senior Leadership Team/Designated Safeguarding Lead (DSL) will interview all parties involved.
- The DSL will be informed of all bullying issues where there are safeguarding concerns, which will be recorded on CPOMS
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Sanctions and support will be implemented in consultation with all parties concerned, in accordance with this policy.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy.
- A clear and precise account of bullying incidents will be recorded on CPOMS by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

Cyberbullying:

We recognise that although cyberbullying may not be as common amongst primary aged children nationally, we also recognise that children are accessing social media at a younger than appropriate age. The school will therefore respond to all reported incidents of cyberbullying as per the procedure outlined below.

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE ‘Searching, screening and confiscation at school’ and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully).
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying. The school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.

- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

In addition, parents/carers will be offered support to ensure that potential exposure to cyberbullying is mitigated.

Supporting Pupils:

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Adults Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Children and Adults Mental Health Service (CAMHS).

Sanctions for bullying may include:

- Apologising to the victim and agreeing positive action to be taken (with agreement of the victim)
- Privileges e.g. playtime, will be removed
- Parents or carers will be notified

Record Keeping & Reporting Incidents:

It is vital that accurate records are kept of incidents and of how the school has responded. Therefore all incidents must be recorded on CPOMS by the person who was first involved.

Records should be factual and include:

- Who was allegedly involved
- Where and when it happened
- What happened
- What action was taken
- How it was followed up

All incidents of bullying are reported to:

- The Governing Body, through the Headteacher's termly report
- The Local Authority, to identify bullying by type particularly racist or homophobic bullying

Supporting Adults:

At Riversdale, we recognise that whilst we must safeguard our pupils, the safeguarding of other stakeholders is of equal importance. As such, the bullying of adults will be dealt with through the appropriate procedures and guidance as dictated by Wandsworth Borough Council.

Policy Development:

In developing our anti-bullying and behaviour policy, the school will work with a range of stakeholders. To do this we will:

Work with Pupils:

- involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- regularly canvas children and young people's views on the extent and nature of bullying and adapt the school's policy inline with this, where necessary.

Work with Staff:

- involve all staff in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- ensure that all staff are aware of both general and specific pastoral concerns and issues concerning playtimes and friendships to support. This may influence future policy development where patterns arise.

Work with Parents/Carers:

- take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- ensure parents and carers are welcome to discuss their perception of bullying and behaviour within the school, through appropriate means and channels, to support in the development of future policy and practice.

ROLES & RESPONSIBILITIES

Governing Board:

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation.

Headteacher:

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles (Appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- 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 this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Staff:

Staff are responsible for:

- Creating a calm and safe environment for pupils, this includes following our 'No Shouting' policy
- 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, using the language of 'do' rather than 'do not'
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Supporting pupils in the completion of behaviour reflection forms (Blue – lesson disruption and related misbehaviours, Red – hurting others (verbally or physically) and serious misbehaviours)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents & Carers:

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions, co-signing Red behaviour reflection forms etc.)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

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.

Pupils:

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated support sessions wherever appropriate.

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

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

As the school has a high mobility, including mid-year arrivals from local schools and pupil referral units, extra support and induction will be provided for these pupils.

SCHOOL BEHAVIOUR CURRICULUM

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn

- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

At Riversdale, we aim to promote excellent behaviour centering around the children, so that they develop an awareness of how their behaviour can affect their learning and others. We use the Zones of Regulation to help children learn how they are feeling and help them find ways to 'manage' their feelings to help them display acceptable behaviour. These feelings are introduced to the children in Early Years through the book, 'The Colour Monster' as a precursor to the Zones of Regulation strategy.

The school applies a nurturing approach to behaviour management, particularly with children whose specific needs may result in a barrier to maintaining excellent behaviour. Children will be given opportunities to reflect and develop strategies to overcome negative behaviour. We also encourage children to think about which 'colour' they were in when they made a poor choice and reflect on their actions and the impact those actions have on themselves, others and the environment around them. We also work with them to identify strategies and tools to help them manage their feelings so they do not make poor choices.

Positive behaviour is also reflected in our RSHE curriculum, as well as our weekly assembly curriculum where pupils are explicitly taught about positive behaviours, analyse a range of situations through stories and discussion around how best to manage the associated feelings of all those involved.

In addition, the school promotes children's rights through our Rights Respecting Agenda. Pupils are explicitly taught about the United Nations Charter for the Rights of the Child (UNCRC) and its articles. This is achieved through explicit wider curriculum links such as linking the right to safety from child labour to a study of the Victorians, as well as through weekly Article of the Week assemblies. In exploring these articles, pupils are taught about their associated responsibilities as positive members of the local, national and global communities, and that their behaviour ultimately impacts others' access to their rights.

We expect all stakeholders to have a clear understanding of expectations of behaviour. As such, they will always seek to reward children for demonstrating behaviour that positively reflects the school values. Where children make poor choices and do not follow the school values and expectations as outlined above, sanctions will be imposed so that the children understand that their actions have consequences.

RESPONDING TO BEHAVIOUR

Classroom Management:

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Model appropriate behaviours including interactions with colleagues and pupils
- Work in collaboration with pupils in their class to develop a classroom charter in relation to the UNCRC and the school's Rights Respecting agenda
- Setting up a 'playtime incidents' board in the class, where pupils who have a problem to be solved can record their name, and the teacher promises to come back and deal with the incident at a time that does not impact learning.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour

- Concluding the day positively and starting the next day afresh
- Consistently following the school's plan for dealing with low-level disruption
- Using positive reinforcement
- Use a combination of non verbal strategies and private reminders to avoid escalating behaviours

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.

Responding to Good Behaviour (Rewards):

The purpose of rewards is to encourage pupils to develop their self-esteem and modify their behaviour towards positive choices. The rewards system at Riversdale celebrates pupil achievement in relation to the demonstration of school values and upholding the school's inclusive ethos.

Consistency is important in both the giving of rewards as in the application of consequences, however it is recognised that some pupils find certain things a particular challenge where others may find them easier and it is important that overcoming challenges is celebrated. Staff are encouraged to be clear in explaining to the class why a reward is being given in a particular case. This clarity can defuse feelings of unfairness.

Rewards can include, but are not limited to the following:

- Personalised verbal praise and encouragement
- House points
- Positive written comments or certificates
- Stickers
- Sharing with parents/carers incidents of positive or improved behaviour
- Recognition of public success in the community through celebration assembly
- Positions of responsibility

Responding to Poor Behaviour (Consequences):

Good classroom management and the use of preventive strategies do much to defuse problematic situations without the need for sanctions to be applied. However, when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond using the appropriate steps as outlined the TIP (To Inform Planning) Book, 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 standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

When giving 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 sanctions in response to unacceptable behaviour, with sanctions increasing in severity to meet the behaviours of the pupil:

- A verbal reminder of the expectations of behaviour (this should be done privately where possible to avoid escalating behaviours)
- Sending the pupil to the partner class for a fixed period of time
- Setting of written tasks such as an account of their behaviour
- Completion of appropriate reflection forms, depending on the behaviours displayed
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil on a behaviour report or a target chart
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

Where a pupil's behaviour is extreme, including physical violence towards staff or damage of school property, staff may record the incident to better aid reporting, or for their own safety, in the event that the incident takes place in an area of the school not covered by CCTV.

Reasonable Force:

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

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

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.

Searching a Pupil:

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, 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 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 empty your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to cooperate, the member of staff will contact the headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

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, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching Pupils' Possessions:

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

- Desks
- Lockers
- Bags
- Mobile phones/electronic devices (see below for further information)

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items listed previously 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 previously
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing Parents/Carers:

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

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

Support After a Search:

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

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

Confiscation:

Any prohibited items, listed previously, found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

Electronic Devices:

Where the member of staff conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury, distress or damage to property, they are authorised to examine any data or files on the device where there is good reason to do so. They may also delete data or files if they think there is good reason to do so, unless they are going to give the device to the police. For further information regarding this, please refer to the Online Safety Policy.

This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search or is reasonably suspected of being or being

likely to be used to cause harm, commit an offence, disrupt teaching or break school rules; or use in any such manner to record an assault or cause distress to another, causing personal injury or damage to property.

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)
- 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 issue behaviour sanctions to pupils for online misbehaviour when:

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

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

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 headteacher 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

Malicious Allegations:

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our Statement of Procedures for Allegations Against Staff for more information on responding to allegations of abuse against staff or other pupils.

SUSPENSION & PERMANENT EXCLUSION

The school's ethos is one of inclusion, and we aim to avoid suspensions or permanent exclusions, where possible, instead seekign support and guidance from external agencies as applicable. However, the school may 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, and support from external agencies has been unsuccessful in supporting the child to make good behaviour choices.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information. A summary can be found in Appendix 2.

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 cooperate with the local authority and other bodies

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned and a range of strategies will be used to anticipate and mitigate potential triggers of misbehaviour. These may include, but are not limited to:

- 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
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism, ADHD and comorbid/associated conditions
- Use of separation spaces (sensory, soft play or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

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

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

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

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

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

Pupils with Education, Health and Care Plans (EHCPs):

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

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

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. For the majority of instances, the supported completion of a behaviour reflection form is sufficient, as pupils reflect on the incident that took place, how they felt, the choices related to this, how this impacted others and how they could approach the situation differently in the future.

Where pupil's sanctions include suspension, additional measures will be put into place to best support the pupil. These may include, but are not limited to:

- Reintegration meetings
- Daily check ins with the school Learning Mentor
- A behaviour report with personalised goals
- Regular communication with parents/carers to establish boundaries and expectations
- An adapted timetable to minimise wider impact and support the pupil in making good choices

PUPIL TRANSITION

Inducting Incoming Pupils:

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing Outgoing Pupils for Transition:

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

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.

TRAINING

As part of their induction process, our staff are provided with training on managing behaviour, including the school's policies and procedures for managing behaviour, strategies for managing the behaviour of pupils with SEND, key staff members that support pupil behaviour, mental health and wellbeing.

Behaviour management will also form part of continuing professional development.

MONITORING ARRANGEMENTS

Monitoring and Evaluating Behaviour:

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom. This will be achieved through analysis of the blue and red reflection forms completed by the pupils and staff records in their TIP Books
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be analysed every term by the senior leadership team.

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this Policy:

This behaviour policy will be reviewed by the headteacher and full governing board annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

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

LINKS WITH OTHER POLICIES

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy

APPENDIX 1: STATEMENT OF BEHAVIOUR PRINCIPLES

At Riversdale Primary School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others.

- All children, staff and visitors have the right to feel safe at all times at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010.
- Staff and volunteers set an excellent example to pupils at all times.
- Our Behaviour Policy is rooted in our values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love and Empathy.
- Pupils are helped to take responsibility for and reflect on their actions and choices.
- We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.
- Rewards and sanctions are used consistently by staff, in line with our Behaviour Policy and that a pupil's individual needs, including special educational needs and/or disabilities will be taken into consideration at all times.
- The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff.
- The Behaviour Policy is shared with pupils, parents and staff.
- By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential.
- The Behaviour Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions.
- The Governing Board of Riversdale Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

APPENDIX 2: SUSPENSION & EXCLUSION PROCEDURES

At Riversdale Primary School, we have found that suspensions and exclusions are not effective in supporting pupils to make positive choices regarding behaviour. We therefore work with pupils and parents/carers to reflect on choices made, focusing on the language of the school values to guide these.

Where the decision is taken to either internally suspend or exclude a pupil is made, the following procedures will be undertaken:

Procedures to be followed in case of internal suspension:

- The decision to internally suspend is vested in the headteacher – in the case of Riversdale school this would include the Headteacher and Deputy Headteachers.
- Internal suspension will be for a fixed term ranging from one hour to one school day. We believe that a new day is an opportunity to have a fresh start and would very rarely internally suspend for more than one school day.
- Before a decision to internally suspend is taken, the headteacher and/or deputy headteachers will carry out an investigation of the facts surrounding the incident/s.
- All relevant facts will be considered and reported, the pupil will have an opportunity to give his/her version of events and any witnesses will be interviewed.
- Where the situation calls for an internal suspension, the pupil(s) will be provided with work by their class teacher to complete. Internal suspensions will take place outside the headteacher's office, or in the deputy headteachers' office.
- At an appropriate time during the suspension period, the pupil(s) will be asked to reflect on the choices made and complete an appropriate reflection form (Blue or Red). This reflection will be supported by a member of the senior leadership team and when the child is ready, they will be reintegrated back into class. For some pupils this will be supported by the teaching assistant, for others, the learning mentor may be utilised.

Procedures to be followed in the case of exclusion:

- The decision to exclude is vested in the headteacher – in the case of Riversdale school this would include the Headteacher and Deputy Headteachers.
- Exclusion is either for a fixed term or permanent – exclusions cannot lawfully be made for an open ended period.
- Before a decision to exclude is taken, the head teacher must carry out an investigation of the facts surrounding the incident/s.
- All relevant facts will be considered and reported, the pupil will have an opportunity to give his/her version of events and any witnesses will be interviewed.
- As exclusion is the sanction of last resort, it is also appropriate to consider whether use could be made of an "internal" exclusion, or other alternative arrangements should be made to avoid the need for exclusion.
- In the event that exclusion is appropriate, the head teacher will inform the pupil's parents/carers by telephone of the decision and confirm this in writing, together with providing parents/carers with details of their legal rights if they are dissatisfied with the decision.
- The chair of governors is informed, as is the LA.
- When a pupil has completed a fixed term exclusion, the pupil and his/her parent/carer is required to attend a re-integration interview prior to his returning to classes. At this interview short-term targets will be set to help secure a successful reintegration.

It is impracticable to set out an exhaustive list of the type of incidents that would give rise to this sanction being exercised. Each incident will be considered on its own merits. In general, however, incidents likely to attract this sanction are those which:

- constitute serious breaches of the school's positive behaviour management policy
- follow the implementation of a range of alternative strategies which have been tried without success
- where to allow the pupil to remain in school would seriously harm the education and welfare of the students or others in the school.