



Shanklea Primary School

Behaviour Policy

Date policy last reviewed: September 2023

Signed by:

L Ritson Headteacher

Date: September 2023

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Date: September 2023

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Statement of Intent

At Shanklea Primary, the team and pupils have consistently high expectations of behaviour. The team are role models for children and use a restorative approach and relationships are based on mutual respect. We use our motto, TEAM: Together Everyone Achieves More to embed our shared values throughout our school community. Our shared values and motto were developed in January 2023 in consultation with pupils, the team, parents and the governors.

Our shared values of SCARF: Safety, Caring, Achievement, Resilience and Friendship are embedded in all that we do and lead our restorative work and relationship development throughout school. In school we focus on positive reinforcement and teamwork in order to create an inclusive and positive culture where all pupils, the team and community thrive.

The school acknowledges that behaviour may also be the result of educational needs, mental health issues, or other needs or vulnerabilities, and we will address these needs via an individualised graduated response which will be personalised for each child.

Reasonable and proportionate consequences will be used where a pupil's behaviour falls below the standard that is expected, alongside support for the child and family, where necessary.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), we aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All the team will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Child Protection and Safeguarding Policy including child on child abuse
- Anti-bullying Policy

2.Roles and responsibilities

The governing board will have overall responsibility for:

- Making a statement of behaviour principles, and providing guidance for the headteacher on promoting good behaviour where appropriate.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness.
- Acting in accordance with the statement of behaviour principles made by the governing board and having any regard to guidance provided by the governing board on promoting good behaviour.
- Establishing high expectations of pupils' behaviour, and implementing measures to achieve this.
- Determining the shared values and consequences.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related incidents.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to the school behaviour policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.

- Modelling high levels of behaviour.
- Being aware of the signs of dysregulation.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
 - SENCO.
 - Headteacher.
 - Subject leader.
- As authorised by the headteacher, following the behaviour approach the team created together.

Pupils will be responsible for:

- Following our shared values in and out of school e.g. within the community.
- Reporting any unacceptable behaviour to a member of the team.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define “serious dysregulation” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with consequences
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression

- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level dysregulation” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Lack of correct equipment
- Refusing to complete homework, incomplete homework, or arriving at school without homework
- Disruption on public transport
- Use of mobile phones without permission
- Graffiti

“Low-level dysregulation” may be escalated to “serious dysregulation”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new team members will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. The team will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour is managed using positive reinforcement and a restorative approach.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious incidents of dysregulation.

5. Behaviour in school

At Shanklea Primary, our shared values are embedded in all that we do, and we expect that pupils, the team and the community will follow our shared values.

Our Shared Values



We believe that central to relationship development and excellent behaviour is consistency. As a result, our behaviour policy is based on a range of principles which will be consistent throughout school.

- Consistent language and consistent response: we have created a shared script that all the team use.
- Consistent follow up using a restorative approach: agreed approach to be used by all team members.
- Ensuring 'certainty' at the classroom and senior leadership level: all team members take responsibility for children's behaviour, seeking support but not delegating.
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging, and celebrating positive behaviour.

- Consistent, consequences: defined, agreed and applied at the classroom level as well as established structures for more serious dysregulation.
- Consistent, simple shared values with: displayed around school and in classrooms. Referencing appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent models of emotional control and respect from the adults: when faced with pupils who are seriously dysregulated, the team follow the agreed behaviour approach.
- Consistently reinforced rituals and routines for behaviour: in classrooms, around the school, at reception, in the dining hall etc.
- Consistent environment: calm and inclusive classroom approaches with everyone's opinions valued and respected. Physical environment calm, clutter free, Zones of Regulation accessible for all.

Rewards and positive reinforcement

- Verbal praise and recognition either individually or in groups is central to our approach. This could also include messages or phone calls home to parents.
- In line with our school motto all children collect Dojo points and then they can spend these on individual rewards or put them together as a team to earn class rewards half termly.
- Material awards such as certificates, stickers or prizes may also be used by individual classes.
- Recognition as individuals, groups or whole classes in achievement assembly each Friday.

6.Prevention strategies and interventions

This section outlines Shanklea's prevention and intervention strategies we could use to support pupils.

Interventions

The support we put in place will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. Examples of initial interventions could include, but are not limited to, the following:

- Focussed interventions with the school nurse and/or SENDCo.
- Frequently engaging with parents, including home visits where necessary
- Personalised behaviour support plans
- Pupil support units if the child is unable to manage in mainstream setting and school cannot meet their needs
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan.

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour strategies will be taught to all pupils as part of PHSE/RSE, in order to support pupils further. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce good behaviour of all pupils although appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and managing dysregulation.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are central to enabling a pupil to feel safe and secure. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation for positive relationships.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their behaviour, the school will consider whether it is appropriate and lawful to sanction the pupil. It maybe that the pupil's behaviour support plan needs to be reviewed.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers for behaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism, ADHD, developmental language disorder and dyslexia.

De-escalation strategies

Where a child is seriously dysregulated, team members will implement de-escalation strategies to diffuse the situation – this may include the following:

- Adopting a restorative and PACE approach (Playful, Accepting, Curiosity and Empathy).
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space and not blocking a pupil's escape route

- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

7.Shanklea’s agreed behavioural approach

Our approach: Say the child’s name, make eye contact (depending on pupil need) deliver your message then thank them and walk away. Always do it quietly, not in front of other children although we appreciate this isn’t always possible, allow the child time to process and regulate.

Summary of every conversation

1st Step (KS1 and KS2)

- Praise child for what you normally see them do
- Identify behaviour you’ve seen on this occasion
- Link to our shared value
- Remind them to make the right choice
- Thank them and walk away.

2ND Step for KS2 (KS1 repeat 1st reminder).

2nd Step and 2 minutes at the end of the lesson or discussion can happen sooner, if possible

KS2

- Praise child for normally what you see them do
- Identify repeated behaviour you’ve seen on this occasion
- Link to our shared value
- Come and see me for 2 minutes after the lesson or if it can be dealt with during lesson time and they stay behind for two minutes after the lesson.
- **Please make sure the child has time to regulate and has thinking space, don’t address immediately or go into further conversations/ discussions about the incident.**

At the end of the lesson follow the restorative conversation script (see below).

If you feel that a child needs to regulate then they can move to the regulation zone in the classroom as part of the second reminder. This is child dependent and may be linked to SEND need.

Regulation Zone

Step 3

- If a child gets to step 3, parents must be notified, and dysregulation recorded on CPOMS.
- I noticed you have continued to... identify behaviour.
- You have broken our shared value of...

- Please go and sit in the regulation zone and take the time to regulate (5 minutes, may be longer dependent on child).

Possible regulation activities include mindfulness colouring, sensory box, worry/ anxiety challenges. Children don't have to access but it's there if they choose to. If the child becomes regulated, return to the normal seat. Time is dependent on the child's need/ age but approx. 5-10 minutes.

Please have the restorative conversation after the lesson.

If the child becomes more dysregulated, provide additional regulation time.

SEND pupils may have a different approach based on their behaviour plan.

If at any point you notice that the child is dysregulated before getting to step 3, please allow them time to regulate in the regulation zone. This is a flexible area and can be used by all pupils.

Pupils should only stand outside classrooms if they need to cool down and/or to defuse a situation. They should not be sent to another classroom or sent outside as a consequence for becoming dysregulated.

SLT

Step 4

Going to SLT (Senior Leadership Team). You can move to this step at any point if the child is seriously dysregulated or there is a serious breach of the school shared values e.g. fighting.

Accompany child to SLT/ HT's office (wherever possible): Please ensure this is by the team member dealing with the dysregulated behaviour. I noticed you chose to ... (state the noticed behaviour). You need to go to ... (state the classroom or other space you need them to go to). I will come and speak to you at the end of the lesson.

Pupils can complete regulation activities. If a child regulates, they can then return to class. If not or if the child refuses the HT or a member of SLT will support further to encourage the child to regulate.

We will not discuss pupil's behaviour publicly in front of other staff members.

8. Agreed consequences

Positive reinforcement and restorative conversations will be used throughout as part of the Shanklea approach to behaviour. This approach will also include consequences which have been created with pupils and the team.

A hierarchal structure of consequences will be used so that different levels of dysregulation are addressed appropriately and proportionately.

Behaviour	Action	Consequence
Swearing	Parents/ carers called	Missed breaks
Inappropriate language	Parents/ carers called	Missed breaks
Pushing	Parents/ carers called	Missed lunch breaks
Bullying	Parents/ carers called	Individual plan put in place could include a range of consequences depending on type of bullying.
Pushing / fighting as part of football	Parents/carers called	Missed lunch breaks No football for one week Next week one game, second week, two games.
Play fighting	Parents/carers called	Missed lunch breaks
Fighting / threatening behaviour	Parents/carers called	Missed lunch breaks for a week or depending on severity could lead to suspension/permanent exclusion.
Damage to school property	Parents/carers called	Missed lunch breaks for a week or depending on severity could lead to suspension/permanent exclusion.
Persistent/ repeat behaviour of any of the above behaviours.	Parents/carers called	Could lead to suspension/ permanent exclusion.

*These consequences may be adjusted accordingly by the team and are not hierarchal.

*As part of all the above, restorative conversations will happen with the pupils.

*Social action may also be completed as part of the pupil's consequence.

*The number of missed morning/lunch breaks is dependent on the individual incident following investigation by the team. Parents will be informed.

9. Serious dysregulation

All incidents of serious dysregulation will be reported on CPOMS by the staff member who dealt with it. All records will be overseen and analysed by SLT on a daily basis in order to identify patterns and to help identify pupils whose behaviour may indicate potential mental health, SEND or safeguarding issues. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided alongside the use of sanctions to support pupils to make the right decisions going forward.

Where a pupil's behaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.

- A member of the SLT investigates the incident and decides whether it constitutes serious dysregulation.
- If a member of the SLT deems the behaviour to be serious, they will record the incident and the investigation on CPOMS and parents will be notified.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – SLT will determine the period the pupil will be removed from the classroom.

Following repeated incidents of serious dysregulation or a one off (depending on severity) the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although challenging behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of serious dysregulation, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

10. Physical intervention

Shanklea Primary School recognises that the occasions when it will become necessary to physically restrain pupils will be very rare and only when there is no alternative in their and others' interests and safety.

The school recognises the importance of placing its policy on physical intervention within the context of our whole school approach to behaviour. Our behaviour policy sets out the steps taken within school to positively promote and encourage good behaviour amongst pupils. It is specific about what behaviour is expected of pupils and what is unacceptable and sets out the range of progressive sanctions and steps which staff might feel it becomes necessary to apply.

The school also recognises the very real difficulties which staff can sometimes be faced with in their day to day dealings with pupils on matters involving behaviour and discipline. Our approach to the issue of physical intervention is that:

- Pupils are entitled to a safe and secure environment in which the highest value is placed on learning on how to behave towards others
- Staff are also entitled to a safe and secure environment and have a right to personal support and guidance about what is expected of them in difficult situations

The school has a duty of care to all its pupils. Staff will therefore be required to act in a manner which safeguards and promotes the welfare of their pupils, and to do everything reasonable that is within their power to protect the child from harm, from harming others or from causing serious damage to property. In exceptional circumstances the carrying out of this responsibility may conceivably involve the use of reasonable force in accordance with the school's policy to physically control or restrain a pupil whose behaviour lies well beyond the usual boundaries of self-control.

Physical intervention should at no time be used as a threat, as punishment to the pupil or to force compliance with staff instructions when there is no risk of injury or of serious harm to property.

Physical intervention will only be used in the following circumstances:

- the child is attempting to harm himself/herself, or his/her actions may result in harm;
- there is a substantial risk of physical injury to a member of staff or a member of the public
- serious damage to property is being caused
- it is the judgement of the member of staff that there is a serious risk of any of the above happening unless immediate action is taken

Wherever possible, staff should exhaust a range of appropriate behaviour management strategies aimed at preventing the situation from reaching the point at which physical intervention becomes considered - for example, discussion, persuasion, diversion, a brief period of withdrawal from the main group. Physical intervention will therefore only be used as a last resort after all other agreed avenues to defuse and de-escalate the situation have been pursued or where staff feel that immediate action is required.

Once a member of staff has decided to intervene physically in order to prevent injury occurring to any person, or to serious damage to property, then he/she should:

- Give clear instructions warning the pupil that unless he/she conforms then physical intervention will be applied
- Calmly explain to the pupil that staff are unable to allow him/her to damage or hurt others and once they have calmed down and is no longer posing a threat then the physical intervention will cease

- Summon help from another member of staff, if at all possible, to act as witness and ensure the safety of both parties where possible. If no other staff are available then physical intervention should only take place where staff feel sure of success.
- Use only the minimum force necessary to prevent injury or damage and for the minimum amount of time
- Gradually relax the restraint as soon as it is judged safe to do so, to allow the child to gain self-control
- Reassure the pupil that no harm will follow

Both pupil and the adult should be given time to recover, if possible, acknowledging that emotional distress takes longer to subside than physical symptoms.

The school's agreed reporting procedures will be followed.

Following an episode of physical intervention, the staff concerned must report the incident (using the Physical Intervention Report Form) to the Head Teacher or other designated person. It is important that details of the incident are recorded as soon as possible. It is advisable that the recording and reporting takes place before the member of staff leaves the school premises on the day the incident occurs.

Following any incidents every effort will be made to allow staff to reflect and discuss what happened and why, and assess future implications for the management of the pupil and their behaviour.

If possible, discussion should take place between senior management, staff and pupil directly involved to encourage the pupil to face up to the problem and its consequences. If at all possible such a meeting should include parents.

It is the Head Teacher's responsibility to ensure incident reports are read as soon as possible and his/her own comments will be recorded. It will also be the responsibility of the Head Teacher to ensure feedback to staff and pupil takes place, and that subsequent meetings or behaviour management plans are arranged.

The Head Teacher will monitor the use of restraint, including consideration of:

- The appropriateness of physical intervention
- The attempts at defusing situations
- Correct post restraint procedures have been carried out
- The need for individual behaviour management plans
- The need for INSET/training for staff

The Headteacher will ensure that reports of incidents are correctly filed with copies sent to parents and social services as appropriate. In the case of a looked after child, a copy should be forwarded to the key social worker in order to be placed on the child's case file. The Headteacher will also arrange for reports monitoring and evaluating the use of physical intervention to go on a regular basis to the Governing Body.

11. Sexual abuse and harassment

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

12. Smoking and controlled substances

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in Safeguarding and Child Protection Policy.

13. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters

- Aerosols
- Legal highs/psychoactive substances
- Energy drinks

All members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

14. Behaviour outside of school premises

Pupils at Shanklea Primary agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Shanklea Primary can follow the behaviour policy for pupils outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Shanklea Primary can also follow the behaviour policy for pupils outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the anti-bullying policy.

The school will take the same approach for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases, the team will impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

15. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including on removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves

- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

16. Monitoring and review

This policy will be reviewed by the headteacher and senior mental health lead on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholder

