



Relationships and Behaviour Policy

Signed by

H. Bide Headteacher Date: Nov 25
A. Butler Chair of Governors Date: Nov 25

Version: 1.4

Next Review date: on or before Nov 26

Version Control

Version	Page/ Section	Date of Amendment	Amended by	Summary of amendments
1.2	6.1	Sept 23	H. Bide	Bullet points list of behaviour expectations added.
1.2	7.3	Sept 23	H. Bide	Removed 'Where a child has made a poor behaviour choice and there is no unmet need, emotional trauma or dysregulation, staff will use strategies from stage 1 (see appendix)'
1.2	7.9	Sept 23	H. Bide	Entire new paragraph added
1.2	7.10	Sept 23	H. Bide	Entire new paragraph added
1.2	7.11	Sept 23	H. Bide	Entire new paragraph added
1.2	8.4	Sept 23	H. Bide	Added "further examples can be found in the appendix"
1.2	9.	Sept 23	H. Bide	Entire new section on persistent Low-Level Behaviour added including chart.
1.2	10	Sept 23	H. Bide	Entire new section on Serious Unacceptable Behaviour added.
1.2	12.1	Sept 23	H. Bide	Text altered to reflect behaviour now recorded on CPOMS rather than in class logs.
1.2	12.2	Sept 23	H. Bide	The word 'additional' added to clarify this is not in replacement of recording on CPOMS but in addition to.
1.2	Appendix 1	Sept 23	H. Bide	Removed entirely
1.2	Appendix 2	Sept 23	H. Bide	Updated behaviour reflection which requires children to identify which expectation they did not meet and why that expectation is important.
1.3	1	June 23	H. Bide	Relaced DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges' with new document DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'. Updated to KCSIE 2024 and added two new publications.
1.3	6.2	June 24	H. Bide	Added information regarding our school behaviour curriculum.
1.3	11	June 24	H. Bide	New section 'Child on Child abuse' to reflect CIT safeguarding audit requirements 4.6

1.3	12	June 24	H. Bide	Updated 'Positive handling' to include Physical intervention and strengthened to reflect use of reasonable force. gov.uk guidance to reflect safeguarding audit 4.19
1.4	1.1	Nov 25	H. Bide	Update to reflect latest version of KCSIE
1.4	2.2	Nov 25	H. Bide	Publicising this policy in writing to staff at least once a year.
1.4	21.1	Nov 25	H. Bide	Amended the review period to annual to align with CIT requirements.
1.4	6.1	Nov 25	H. Bide	Removed bullet pointed list of behaviour expectations and replaced with the 'Ways to be'.

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Statement of intent

Osbourney Primary school believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Teaching children how to behave.
- Teaching children how to regulate their own emotions.
- Challenging and disciplining misbehaviour.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, adverse childhood experiences, including abuse and neglect or other needs or vulnerabilities. The school uses the Thrive method which is a trauma informed approach to support children who are dysregulated. Whilst adaptations to the behaviour policy can and will be made, it is still imperative that children learn that there are consequences for their actions and ensuring a safe environment for all children and staff is critical.

The primary aim of the behaviour and relationships policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and demonstrate and enjoy our school values which are:

Honesty, Aspiration, Resilience and Kindness.

1. Legal framework

1.1 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 (202) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

1.2 This policy operates in conjunction with the following school policies:

- Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Anti-bullying Policy
- E-Safety Policy
- Safeguarding and Child Protection Policy

2. Roles and responsibilities

2.1 The governing board will have overall responsibility for:

- Support 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.

2.2 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 in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy to staff at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

2.3 The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

2.4 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.

2.5 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.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- Take responsibility for all pupils, not just their class.

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

- Adhering to this 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 behavioural difficulties.
- 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, sanctioning pupils who display poor levels of behaviour.

2.7 Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

2.8 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

3.1 For the purpose of this policy, the school defines "low level unacceptable behaviour" as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

Lateness

Shouting in class

Talking when others are speaking

Swinging on chairs

Fidgeting

Running around the classroom or school

Inappropriate body language with others, such as not keeping hands to oneself

Throwing items either in the classroom or on the playground (not at a person)

Failure to complete classwork and not concentrating on tasks

Rudeness and not using manners

Telling lies

Lack of correct equipment

Refusing to complete homework, incomplete homework, or arriving at school without homework

Not following classroom rules

Disruption on public transport

Use of mobile phones or other devices

Graffiti

Minor breach of the banned items list, e.g. bringing chewing gum to school unintentionally.

Minor breach of the acceptable use policy e.g. attempting an inappropriate google search.

Inappropriate language such as 'Oh my God', 'Pee-off',

3.2 "Unacceptable behaviour" may be escalated as "serious unacceptable behaviour" depending on the behaviour breach.

3.3 For the purpose of this policy, the school defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or 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.
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing and racist remarks
- Fighting
- Aggression towards others
- 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
- Serious breach of the acceptable use policy e.g. sharing with other pupils inappropriate material.
- Attempting to abscond from the school grounds.
- Throwing items at a person
- Threatening actions or language.

4. Staff Induction, Development and Support

4.1 All new staff 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. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

4.2 The Headteacher 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.

4.3 The Headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Rewards, Awards and Celebrations

5.1 At Osbournby Primary School, we praise and award positive learning attitudes and examples of pupils upholding our school values and code of conduct.

5.2 At Osbournby Primary School, we pride ourselves on developing and maintaining positive relationships with every child, this lends itself to a very positive, connected and conducive learning atmosphere. Things we may do to support and maintain positive relationships are:

- Greet children at the start of each day as they enter the school
- 'Model appropriate behaviour, including good manners
- 'Catch children being good' and offer praise, making it clear what the praise is for so that other children can learn from it
- Use shared terminology (tremendous transitions, legendary line up)
- Use positive language to reinforce behaviour (please walk, rather than don't run. Please use your indoor voice, rather than don't shout)

5.3 At Osbournby Primary School we reward positive behaviour and attitudes in the following ways:

Verbal praise

Positive body language and expressions

Use of class dojo points so parents can see when their child has been behaving well and working hard.

Daily Diamond award for pupils who have gone 'above and beyond' on a particular day.

'Worker of the Week' (WOW) award presented in assembly each Friday to a child in each class that has worked hard.

"Osbournby All Star" award presented in assembly each Friday to a child in each class that has embodied the school values.

"Lunchtime Legend" award presented in assembly each Friday to a child in school that has embodied the school values or gone above and beyond at lunchtime.

6. Teaching Good Behaviour

6.1 At Osbournby Primary School we are committed to teaching children how to behave well. We will make our expectations explicit to children by modelling appropriate behaviour, including good manners and explicitly teaching what we expect. The way we behave in school can be summed up in our "Ways to be.."

Be Safe Be Ready Be Respectful

6.2 We don't expect children to know what we mean by 'good behaviour' so we have developed a behaviour curriculum which sets out knowledge children need to know. The curriculum looks at all parts of the school day, and all places in school and explicitly states what good behaviour looks like. At the start of each year, we begin by teaching the behaviour curriculum so that children learn expected behaviours.

6.3 Every new term (3 times yearly) we will start with a behaviour focus where we explicitly share with children the expectations. This will be through whole school assemblies, an intense focus by all staff to praise, reward and correct behaviour in all areas, at all times so we 'set the standard' for the term.

6.3 We routinely explicitly teach the behaviour expected at different key points in the school day including:

Legendary Lines

Children will line up one behind the other, with feet and heads all facing forwards, with their hands by their sides and their lips together.

Tremendous Transitions

Children walk one behind the other, leaving a small gap between them and the next person and follow the person in front with their lips together and their hands by their sides.

Marvellous Manners

Children use please and thank you routinely, including thanking staff at the end of lessons and thanking each other if someone does something for them. They hold the door open for other people, use excuse me if they need to get passed and wait for someone to finish speaking before speaking ourselves.

Calm Classrooms

Children listen with calm, empty hands (unless they have a pre-agreed discreet fidget aid) and their lips together. If they have something to say they put their hand up unless invited by the teacher to partake in 'kind calling out'. Children use classroom voices when speaking. We sit with all 4 chairs legs on the ground or with our legs crossed without touching others on the carpet. If someone is speaking, we pay attention to them.

7. Managing Behaviour

7.1 At Osbournby Primary School we recognise that there can be a number of different causes of behaviour. This may be a result of an unmet need or emotional trauma, but this is not always the case. Sometimes children make poor behaviour choices.

7.2 On occasions when a child has behaved inappropriately, whatever the reason, it is important that children learn there are consequences to the choices they make. This is preparing them for their future responsibilities.

7.3 At Osbournby Primary School we are committed to supporting the social and emotional development of every child. We have adopted the 'Thrive' approach which means we offer a bespoke approach to helping children with social and emotional needs. Thrive teaches us about different aspects of our lives and how this effects our behaviour. Thrive improves all children's emotional well-being and social skills. For our children who have not had early experiences to equip them with regulation systems, it enables them to feel safe, special and understand how their needs are met. Thrive supports children to develop skills to regulate their emotions, using language associated with feelings and communicate those feelings.

7.4 In Thrive, we are teaching children to:

- Feel
- Stop
- Think
- Choose
- Behave

7.5 As a Thrive school, we must 'catch' the feeling, to understand it and help them regulate it in a safe way.

7.6 It is important that as key adults in children's lives we have the ability to remain regulated so that we can enable consistent emotional support to our children. It is important to recognise when we should ask for help.

7.7 When a child is dysregulated and showing distressed behaviour ALL adults must use the 4 keys steps known as Vital Relational Functions (VRF's).

VRF's:

- Attunement
- Validation
- Containment
- Soothing/Regulating

Attunement- Be alert to how the child is feeling- Name the emotion that you see, use phrases such as I notice that, I can see that, I wonder if, I imagine.

Validation- Be alert to the child's experience: validate their perspective/experience/feeling e.g. Its okay to feel sad when.... Or it is really hard when someone leaves.

Containment- Be alert to how the child is feeling. Demonstrate containment by showing that you catch and understand. Catch it, Match it, digest it by thinking about it, offering it back, named, in small digestible pieces.

Soothing/regulating- Be alert to how the child is feeling. Soothe and calm their distress. Communicate the capacity to regulate by modelling how to do it.

7.8 It is important to separate out the behaviour the child uses from the child themselves. We will let the child know their behaviour is not okay and why it is not okay and how we are going to support them.

7.9 Once a child has regulated, we always discuss their behaviour with them, referring to our behaviour expectations, so that they are clear about what went wrong and what they need to do to put it right.

7.9 If we see behaviour that falls short of the expectations, we always start by thinking about why the child might be behaving in this way. The adult will consider:

- Is what we are expecting appropriate?
- Do we need to adapt it for this child?
- Do they need resources to be able to do this?
- Did we provide scaffolding?
- Is something going on that is preventing them from being able to learn?
- Has something just happened that is impacting them?

7.10 We will always give the child an opportunity to change their behaviour. Teachers have a 'toolkit' of strategies that they can use to try re-engage with our behaviour expectations for example:

- Target child with a question
- Move into proximity of the child
- Praise a child near them
- The 'look'
- Gesture (e.g. finger on lip)
- Change of pace / tone
- Check in quietly, individually with the child.

7.11. If the child's behaviour continues to fall below our expectations the child will be given clear verbal directions as follows:

- Start with the name of the child.
- Frame expectation positively.
- Explain why (refer to expectations)
- Expect that they will do it
- Take up time

7.12 In the event that the child does not follow the clear verbal direction, they will be a logical consequence and their behaviour will be logged on CPOMS.

8. Logical Consequences and Sanctions

8.1 We use logical consequence at Osbourney Primary School. A logical consequence, is one that is appropriate and proportionate to the behaviour displayed. It must also be related to the child's point in development.

8.2 We do not use whole class consequences, nor public shaming (e.g. name on board) as these strategies breed resentment and are ineffective.

8.3 Where a child has behaved inappropriately to another person the child needs to be taught/supported to reconnect with that person (not necessarily immediately) to repair the situation.

8.4 Logical Consequences Examples:

Refusal: Learning is completed during break/lunch for no longer than 15 minutes, for any periods longer than 15 minutes work will be sent home to be completed.

In Early Years if a child refuses to complete work, they will spend time 1:1 with a teacher or teaching assistant to catch up the work.

Hurting another child (accidently or when the child shows remorse): Apology, helps tend to the injury, looks after them, spends time writing a letter of apology during break or lunch. Complete a behaviour reflection activity.

In Early Years the child will need to spend some time out of the activity, no communication during this time, ensure it is explained to the child what they have done, they should then give an apology.

Causing Damage to property: VRF's should be used to support regulation. If the child is dysregulated and causing damage containment maybe required, positive handling and safe hold may be used. Where resources have been broken, displays broken, when the child is regulated they will be required to assist in the repair process.

Inappropriate Language: Child to give apology, or spends time writing a letter of apology during break or lunch.

Early Years explain to the child those words are not okay, provide different words which could be used.

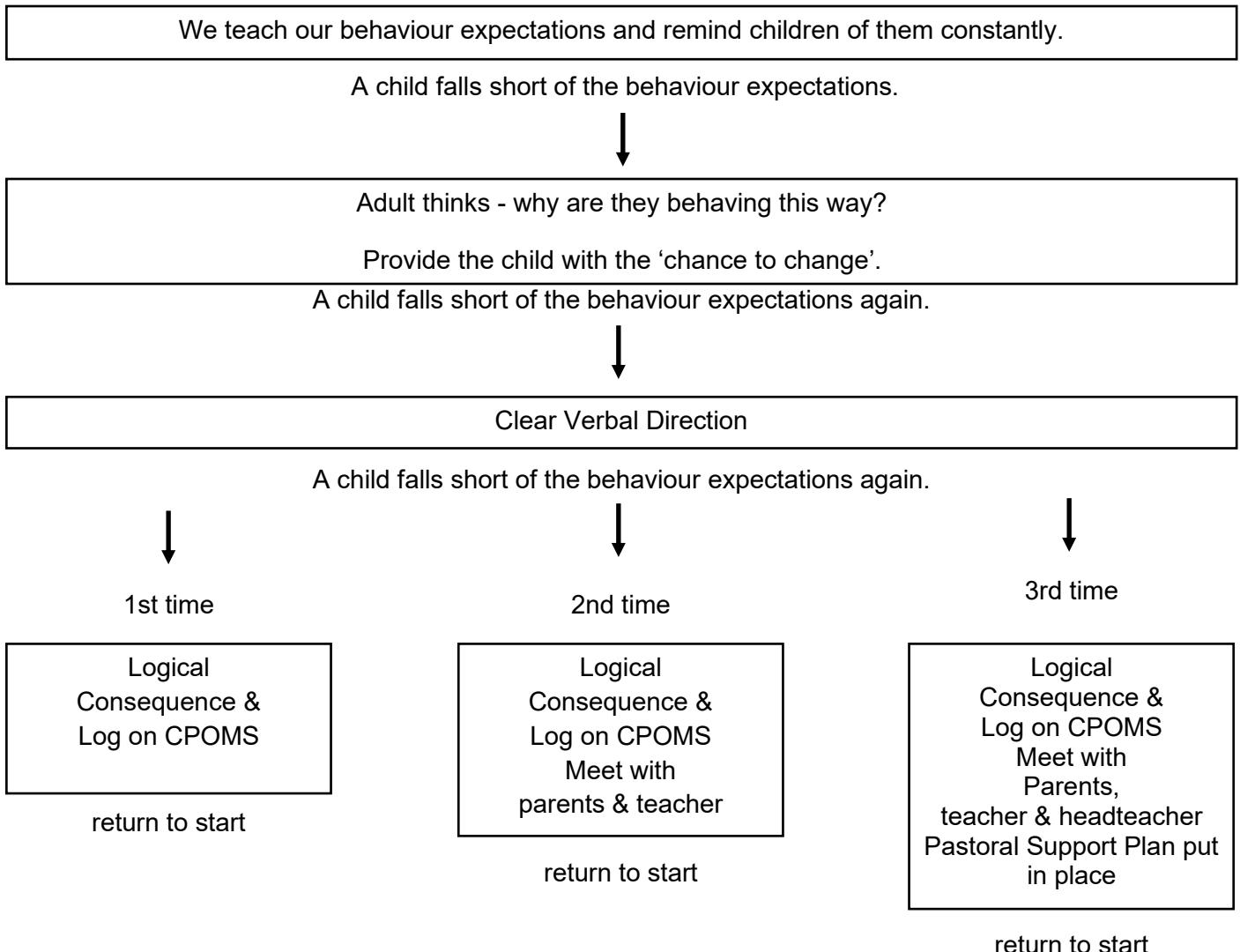
Hurting Another (Deliberately and without remorse): Once regulated, if the child is at thinking stage restorative work may be implemented to repair any broken relationships, following on with an apology or letter of apology. Where a child is not at thinking stage a Thrive practitioner will lend their thinking brain. Following on an apology to be given. A member of SLT will be informed. Exclusion may be considered.

In Early Years it will be explained to the child 'name the behaviour.....is not okay' they will need time out of the activity, no communication from the adult during this time. Provide simple scripting for the child to use eg 'I am very sorry that I have hurt you.'

8.5 There will be occasions when a 'logical consequence' is not possible, or appropriate. In these instances, proportionate sanctions will be used so that children understand there is still a consequence for their behaviour.

9. Persistent Low-Level Behaviour

9.1 If a child continues with persistent low-level behaviour, the chart below shows the process that will be followed:



10. Serious Unacceptable Behaviour

10.1 In event of serious unacceptable behaviour, there will be a logical consequence and the class teacher will meet with the parent and the incident will be logged on CPOMS.

10.2 Depending on the nature of the incident, or if this is not the first instance of serious unacceptable behaviour, the Headteacher will also attend the meeting.

10.3 If the incident is serious enough to require the attendance of the head teacher, or if it is not the first instance of serious unacceptable behaviour, a Pastoral Support Plan (PSP) will be put in place for the child detailing what the child, parent and school will do to support good behaviour.

10.4. Consequences for serious unacceptable behaviour might include:

- Placing the pupil on a behaviour plan to monitor behaviour.
- Contacting external agencies such as behaviour specialists
- Separate learning where the child completes the same learning as other children, but away from their class and have playtimes at a different time away from other children.

10.5 Persistent serious unacceptable behaviour may lead to a suspension or permanent exclusion (see 13. and the suspension and exclusion policy)

11. Child on Child Abuse

At Osbournby Primary school we are alert to the possibility of child-on-child abuse at all times as outlined in the school's Safeguarding and Child Protection Policy. In the event of child on child abuse, the safeguarding and child protection policy is applied first – for full details see appendix 9 (Child-on-Child Abuse -identification and reporting and management of Child-on-Child Abuse) of the school's Safeguarding and Child Protection Policy.

12. Positive Handling / Physical Intervention

12.1 There may be times when we are not successful in regulation of a child using strategies already outlined previously. Physical intervention maybe required to support the child to regulate and ensure the child and/or others are safe. Physical intervention can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

- Always make sure the positive handling takes place in a safe space.
- Ensure VRF's have been used to understand the behaviour.
- Use change of face- don't be afraid to say I am not the right person to do this, e.g. if the child is very upset with you.
- Make sure techniques taught in Team Teach are used.
- Ensure the positive handling is timed to assist with recording.
- Complete the positive handling log.
- Once the positive handling log has been completed this must be signed off by the headteacher and added to CPOMS.
- The positive handling book will be regularly checked and signed by a senior member of staff.
- Where a child needs positively handling used regularly- this will be outline in the child's support plan and parents will give consent and the child will have an individual risk assessment.
- Incidents of positive handling will be shared with parents either by phone or at the end of the day.

13. Recording of Behaviour Incidents

13.1 At Osbournby Primary School staff record behaviour incidents on CPOMS. These will be reviewed regularly by the headteacher. Where a number of minor incidents become a pattern they will be entered into CPOMs as this may be an indicator of a safeguarding need.

13.2 Where a child is struggling with their behaviour, they may have a separate additional log recording in greater detail triggers etc so that patterns of behaviour can be identified and acted upon.

13.3 Where positive handling has been used, a more detailed record is made (See 9. Section Positive Handling) and this will be recorded on CPOMS.

14. Smoking and drug policy

14.1 In accordance with part 1 of the Health Act 2006, our school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

14.2 Parents/carers, visitors and staff must not smoke (or vape) on school grounds and should avoid smoking in front of our pupils.

14.3 Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, vapes, lighters, matches or pipes.

14.4 In the interest of health and hygiene, we request that people refrain from smoking outside the school gates.

15. Items Banned from school premises

15.1 Fire lighting equipment:

Matches, lighters, etc.

15.2 Drugs and smoking equipment:

Cigarettes

Tobacco

Cigarette papers

Electronic cigarettes (Vapes/e-cigs)

15.3 Other substances:

Alcohol

Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

15.4 Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or similar items

Pepper sprays and gas canisters

Fireworks

15.5 Dangerous chemicals

15.6 Other items:

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e. pornographic, homophobic, racist, etc.)

Aerosols including deodorant and hair spray

Mobile phones

Any other toys which are deemed hazardous.

Stolen items

15.7 Depending on the nature of the banned item, the actions of the child with the item and the circumstances bringing a banned item to school may be 'low level' or a 'serious unacceptable behaviour'.

16. Suspension and Exclusion

16.1 Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding pupils should only be used as a means of last resort.

16.3 For further information on suspension and Exclusion, please see the Suspension and Exclusion Policy.

17. Searching

17.1 Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have an item listed under the items banned from school premises.

17.2 Staff members may use common law to search pupils, WITH their consent, for any item, including their pockets and backpacks.

17.3 Headteachers and staff authorised by them 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.

17.4 At Osbournby Primary School, it is a condition of pupils having tray and locker, that the pupil and parents consent to have these searched for any item whether or not the pupil is present.

17.5 Under part 2, section 2 of the Education Act 2011, teachers are authorised by the Headteacher/Senior Teacher, to search for any prohibited item including, but not limited to, tobacco and cigarette papers, illegal drugs, and alcohol, without the consent of the pupil, provided that they have reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

17.6 Staff members may instruct a pupil to remove outer clothing, including hats, scarves, boots and coats and turn out their pockets.

17.7 A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

17.8 Staff members may use reasonable force, given the circumstances, when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks,

pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force cannot be used to search for items banned under the school rules. Any staff member may refuse to conduct a search.

17.9 Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item and they should consider if a referral to children's services is required.

17.10 Any search by a member of staff for any prohibited item and all searches conducted by police officers should be recorded on CPOMs, including whether or not an item is found.

18 Confiscation

18.1 A staff member carrying out a search can confiscate anything they have reasonable grounds to suspect is a prohibited item.

18.2 If the pupil has possession of illegal items, the police will be called for the removal of the item(s).

18.3 Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.

19 Electronic Devices

19.1 . Electronic devices, including mobile phones, can contain files or data which relate to an offence, or which may cause harm to another person. This includes, but is not limited to, indecent images of children, pornography, abusive messages, images or videos, or evidence relating to suspected criminal behaviour.

19.2 . As with all prohibited items, staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they reasonably suspect are likely to put a person at risk.

19.3. Staff may examine any data or files on an electronic device they have confiscated as a result of a search, if there is good reason to do so.

20. Outside school and the wider community

20.1 Pupils at the school must agree to represent the school in a positive manner both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

20.2 Staff can discipline pupils for misbehaviour 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.

20.3 Staff may also discipline pupils for misbehaviour 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

20.4 Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

20.5 The school will impose the same sanctions 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 of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

20.6 Complaints from members of the public about bad behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

21. Monitoring and review

21.1 This policy will be reviewed by the headteacher and governing body on a bi-annual basis, who will make any necessary changes and communicate this to all members of staff.

Behaviour Reflection

Name: _____

Date: _____

Description Of My Behaviour. (What happened?)

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What Was The Impact Of My Behaviour?

(Who was affected & how do they feel?)

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What Would You Do differently?

(How could you stop it happening again?)

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Reasons For My Behaviour. (Why did I act in that way?)

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How Are You Going To Put It Right?

(What are you going to do?)

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