



Oakfield Primary School



Behaviour Policy Autumn 2024

Policy written by	Jessica Lodge
Policy approved	
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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 behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- To further enable us to fulfil our school vision: *'To unlock the potential in every child'*.

Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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

Trauma Perception

The school has developed an attachment and trauma informed approach for understanding and supporting children's relationship and behaviour development. We recognise that behaviour is communication and this perspective helps us to address the underlying needs of each child. Through our understanding of attachment theory, the school is viewed as a secure base where there are strong adult child relationships. This enhances learning outcomes and wellbeing for all children as well as supporting those that have unmet attachment needs or have experienced trauma and neglect. Staff will use techniques to validate emotions and help children become more aware of their emotions, manage their own feelings, particularly during instances of misbehaviour, manage peer relationships more effectively and develop tools that help them regulate their emotions and behaviour. Having an awareness of the impact of attachment and trauma has enabled us to create a culture of care that reflects the values of inclusion and acceptance and a commitment to meeting the diverse needs of each child.

Rules at Oakfield Primary School

We have three simple rules for our school community to remember and adhere to. They can be applied to all situations where pupils may need a reminder of acceptable and expected behaviours.

*Our 3 rules are: **Be ready. Be respectful. Be safe.***

These rules are promoted throughout the school by all adults and are visually displayed around the school building.

Promoting positive behaviour

We recognise that building positive relationships is key to developing a positive learning environment. Positive language and praise are used consistently to promote and reinforce our expectations. Learners who 'go over and above' our expectations are recognised and rewarded. Below is a list that outlines some of the rewards that may be used.

Rewards	Explanation
Positive praise	Children will receive positive praise for positive behaviour and good work.
House points	Children can receive house points for positive behaviour, good work and demonstrating the school values.
Sharing learning	Children will be sent to other members of staff to share and celebrate their work.
Headteacher award	Children can receive a headteacher award for outstanding effort and work.
Achievement certificate	Certificate awarded to a pupil in each class during a Friday celebration assembly for standing out to their class teacher
Celebration in newsletter	Children may get a special mention in the weekly newsletter for achievements from home.
Green time	<p>Green time is a 20 minute reward activity decided on by the class with the teacher. As a class the children will work together to earn a target number of house points (100) to earn their 'green time'. Possible activities including and not limited to are:</p> <ul style="list-style-type: none"> Extra break Food treat Playing a game Board games <p>Children may lose part of their Green time if they have received coloured cards for misbehaviour during that period of earning 100 house points.</p> <ul style="list-style-type: none"> 5 card changes = 5 minutes lost 10 card changes = 10 minutes lost 15 card changes = 15 minutes lost
End of year house reward	At the end of the year the house with the most house points will receive a trophy.

Discouraging and managing misbehaviour

If pupils are demonstrating misbehaviours, the steps below outline our 'coloured card' approach that will be used to initially de-escalate and discourage the behaviour, followed by sanctions if the behaviours continue. To ensure consistency across the school this approach will be applied across EYFS, Key Stage 1 and 2.

Managing Misbehaviour	
Redirection	<p>e.g. Proximity: Move closer to the pupil Proximity praise: comment on the positive behaviours of others who are close to the learner. Non-verbal: make eye contact with the pupil and redirect their behaviour</p>
Reminder	<p>A clear verbal reminder of the expectations delivered privately (where possible) to the pupil. State the behaviour, redirect and allow the learner adequate time to make the right choice.</p> <p><i>'Mason you are talking, you need to focus on your work. Thank you.'</i></p>
<u>Orange Card Warning</u>	<p>Pupil to speak to class teacher away from other pupils. A clear verbal warning delivered privately (where possible) to the pupil. Pupil could be told to move to a different seat or area of the classroom to complete their learning. Outline the consequences if they continue (pupil will move to a yellow card)</p> <p><i>'Darcie you are still talking, you are now on an orange card, if you choose to continue that will be a yellow card. You need to focus on your work. Thank you.'</i></p> <p>A behaviour record will be made on the school system by the class teacher.</p>
<u>Yellow Card Time-out</u>	<p>The pupil speaks to the teacher away from the other children and is instructed that they will need to continue their work in the classroom next door for ten minutes as they are now on a yellow card. When they return the class teacher has a restorative conversation with the pupil and reminds them of their previous positive conduct/attitude/learning and are given a final opportunity to re-engage with the learning and follow instructions.</p> <p><i>'Jack, earlier today you showed me how well you can work in our class, I would like to see that again now you are back with us. Thank you.'</i></p> <p>A behaviour record will be made on the school system by the class teacher.</p>
<u>Red Card Meeting with Headteacher, Deputy Headteacher, Assistant Headteacher, SENDCO or Phase Leader</u>	<p>The teacher will send the pupil to a member of the Senior Leadership Team to discuss their behaviour.</p> <p>Possible sanctions: Missed break or lunchtime Letter and or phone call home Meeting with parents Internal exclusion Suspension Exclusion</p> <p>A behaviour record will be made on the school system by the class teacher.</p>

Expectations and sanctions

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We understand that some misbehaviours may be more serious and pupils may be given immediate coloured cards or be issued with alternate sanctions. The school uses sanctions/consequences to enforce the school rules and to ensure a safe and positive learning environment. Sanctions are appropriate to each individual situation. Below are our expectations and sanctions if they are not met. This list is not exhaustive.

Expectations	Sanctions if expectations not met
We expect children to <u>be ready and respectful</u> by listening to and following instructions from adults.	See *managing misbehaviour
We expect children to <u>be ready</u> by focusing on their learning and not disrupting the learning of others.	See *managing misbehaviour
We expect children to <u>be ready</u> and try their best in all activities	Children may be asked to complete a task in their break or lunchtime
We expect children to <u>be safe and respectful</u> when representing the school at anytime	See *managing misbehaviour
We expect children to <u>be safe and respectful</u> by not endangering themselves, others or the school environment.	Sanctions may include: <ul style="list-style-type: none"> • Immediate red card. • Investigation completed by Learning mentor/member of SLT and an appropriate course of action and or consequence will be issued. • Phone call or meeting with parents • Internal exclusion • Suspension • Exclusion
We expect children to <u>be respectful by</u> using appropriate language and not swearing.	See *managing misbehaviour
We expect children to <u>be respectful</u> towards others.	Sanctions may include: <ul style="list-style-type: none"> • Immediate red card. • Investigation completed by Learning mentor/member of SLT and an appropriate course of action and or consequence will be issued. • Phone call or meeting with parents • Internal exclusion • Suspension • Exclusion

Suspension and Permanent Exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the headteacher and only as a last resort. The school follows the guidance contained in [Suspension and Permanent Exclusion Sept 2024](#)



Definitions:

Misbehaviour is defined as:

- Disruption in lessons, in corridors, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or 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 or vaping
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited 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)

Anti-Bullying:

We aim to create a 'telling school' where individual pupils can share their concerns with an adult. We promote this through our message **STOP – 'Start Telling Other People.'** We ask parents / carers to help us by encouraging their child to tell a teacher, learning support assistant, mid-day assistant or the Headteacher/Deputy Headteacher/Assistant Headteacher if they are unhappy or worried. Through our 'open door' policy parents / carers may contact the class teacher, Headteacher, Deputy



Headteacher or Assistant Headteacher to discuss issues further. See our Anti-Bullying Policy for further information. (Appendix 2)

Roles and Responsibilities

Governors

The governing body 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

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 (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Meet and greet their class outside on the playground at the beginning of the day, and when pupils line up at the end of break and lunchtime
- 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
- 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 by the end of the day on CPOMS
- Challenging pupils to meet the school's expectations
The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and 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)
- 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:

- Our rules: Be ready. Be respectful. Be safe.
- How these rules apply to different behaviours
- That they have a duty to follow the behaviour policy
- The school's 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 induction 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.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

Responding to misbehaviour of 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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:



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

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

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

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

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if 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 an education, health and care (EHC) plan

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

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

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.

Please refer to our child protection and safeguarding policy for more information.



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 (see appendix 3 for a behaviour log)

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.

Online misbehaviour

The school can issue behaviour sanctions in line with this policy 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 or a member of the senior leadership team 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

Please refer to our child protection and safeguarding policy for more information.

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 child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Monitoring arrangements

Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed regularly by the senior leadership team.

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

- At school level
- By age group

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- 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 the governing body at least 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 Headteacher.



BREAK AND LUNCH TIME ARRANGEMENTS – Appendix 1

At break times and lunch times the same rules and expectations apply to all pupils. We reinforce our 3 rules

Be ready. Be respectful. Be safe.

Middy Assistants will use these rules when reminding children of our expectations. When responding to misbehaviour adults will follow the same coloured card approach outlined in the policy. If a child's behaviour warrants a yellow card they will have a 10 minute time out standing with a member of staff before returning to play.

If a child has received a coloured card at lunchtime the midday assistant will record the behaviour on a lunchtime behaviour form and give this to the class teacher to record on CPOMS.

Break / Lunch time behaviour incident	
Pupil name:	Class:
Card issued: O / Y / R	Break / Lunchtime circle as appropriate
Reason:	
Reported by:	

ANTI-BULLYING POLICY – Appendix 2

Our Policy takes into account work by Essex Anti-bullying Steering Group, publication by Essex CC 'Creating a Telling School', DfE advice: Preventing and Tackling Bullying, Equality Act 2010, guidelines from Kidscape, training from Play Leader and Peer Mediation schemes.

Definitions of Bullying:

'Bullying is any behaviour which is perceived by the targeted individual or any other person, as intending to hurt, intimidate, frighten, harm or exclude. It is usually persistent and an abuse of power, leaving the targeted individual feeling defenceless'. The Anti-bullying Steering Group consists of a wide range of professionals from the Police, Health, Social Care, the Youth Service, Education, Libraries, Connexions, Community Safety and Voluntary Agencies as well as young people.

As a school, we perceive bullying to be relate to persistent acts which can be:

- Emotional – being unfriendly, excluding, tormenting;
- Physical – pushing, kicking, hitting, punching or any use of violence;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic - because of, or focussing on the issue of sexuality;
- Verbal – name-calling, sarcasm, spreading rumours, teasing;
- Online – via text messaging or the internet.

Bullying is any behaviour by an individual or group that:

- is meant to hurt the person or the people who are doing the bullying know what they are doing and mean to do it;
- it usually happens more than once with a pattern of behaviour, not just a 'one-off incident';
- involves an imbalance of power, the person being bullied will usually find it hard to defend themselves.

Pupils understand bullying to be '**Several Times On Purpose**'

Our Philosophy:

At Oakfield we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. We promote this through our message **STOP – 'Start Telling Other People.'**

Strategies for Preventing Bullying:

We encourage pupils to use a three stage assertive approach:

1. Tell the person(s) who is troubling you to **STOP**.
'I don't like what you are doing / saying. I want you to **STOP**.'
2. Warn them that if they do not stop that you will tell the adult.
If they fail to stop, or you cannot do step 1 or 2, go to step 3.
3. **Tell** an adult immediately. Remember **STOP – Start Telling Other People**.

We aim to create a 'telling school' by:

- ✓ Raising awareness of different forms of bullying, including cyber-bullying and prejudice-based bullying through PSHE lessons, Circle Time and assemblies, and actively trying to prevent it from occurring;
- ✓ Taking part in Anti-Bullying week
- ✓ Keeping records to inform planning for individuals;
- ✓ Making it clear to children that adults are ready to listen;
- ✓ Developing opportunities for pupils to tell and procedures to keep children safe;
- ✓ Encouraging adults to be alert and sympathetic and to investigate all allegations of bullying and harassment;



- ✓ Ongoing staff induction and training programme;
- ✓ Adequate staff supervision at lunch and break times;
- ✓ Friendship stops;
- ✓ Play Leaders to support pupils at lunchtime;
- ✓ Involving parents;
- ✓ Improving the environment – when occupied pupils are less likely to bully;
- ✓ Using the curriculum to develop friendship skills;
- ✓ Promoting friendship and appropriate behaviour.

All staff will endeavour to be alert to signs of bullying and harassment and will investigate any incidents of potential bullying. This may include taking action for all such behaviour in line with the school's behaviour policy using appropriate sanctions but also ensuring that the potential victim is supported.

Our behaviour records will enable us to detect patterns relating to behaviour, potential bullying or individual pupils and enable staff to monitor.

Dealing with an incident – using the restorative Approach:

This approach aims to develop a sense of empathy and responsibility that in turn leads to an increase in positive behaviours and a reduction in bullying and other socially unacceptable behaviours.

Step 1 – meet with the targeted pupil

After the bullying incident has been referred for 'support group' intervention, the facilitator will talk to the targeted pupil about his / her feelings and how they have been affected by the behaviour of others. Explain to the pupil what will happen next.

Re-assure them and set up a procedure for checking in.

Step 2 – convene a meeting with a group of pupils

The facilitator arranges to meet with a group of pupils including all pupils who have been directly involved as well as some bystanders and either friends of the target or good role models.

Step 3 – explain the problem

The facilitator tells the group about the way the target is feeling and emphasises his / her distress.

Step 4 – share responsibility

The facilitator **does not** attribute blame but does emphasise the joint responsibility of all to help the targeted pupils feel happy and safe.

Step 5 – ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the targeted pupil could be helped to feel happier and safer. The suggestions are noted to be referred to later to see if they have an impact.

Step 6 – leave it up to them

The facilitator ends the meeting by passing over the responsibility to the group to solve the problem. He / she arrange a 'catch up' meeting with the group in a few days to see how things are going.

Step 7 – meet them later

The facilitator will continue with regular meetings with the group and targeted pupil to see how things have been going until they are confident that the bullying has stopped.

Conclusion:

Through the implementation of this policy we hope to create a telling school and reduce the incidence of bullying, thus creating a real sense of community.

If our pupils learn to respect each other they will not become bullies.

SEARCHING, SCREENING AND CONFISCATION – Appendix 3

In reviewing this aspect of our Behaviour Policy we have taken into consideration the **DfE publication: 'Searching, Screening and Confiscation' (2002)** which provides advice for headteachers and school staff.

The guidance states that: The Headteacher has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any item that the school rules identify as an item that may be search for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- 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, or damage to property of; any person (including the pupil).
- specified items including:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images.

Only the Headteacher / Deputy Headteacher / Assistant Headteacher, or senior member of staff in their absence, can carry out a search. Searching, screening and confiscation will be conducted in line with the DfE guidance. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will consider whether the confiscation is proportionate and consider any special circumstances relevant to the case. Any prohibited items found in a pupil's possession as a result of a search, will be confiscated. These items will be returned to the parent / carer of the child, if appropriate.

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 ensure a written record of the search is kept and the Headteacher is informed.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents 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