



# KALEIDOSCOPE

Multi Academy Trust

**Behaviour Policy and  
Statement of Behaviour  
Principles**

**Approved by:** Kaleidoscope Trust Board

**Date:** November 2022

**Last reviewed on:** March 2023

**Next review due  
by:** November 2023

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## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining 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

## 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

## 3. Definitions

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, 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 like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

Appendix 1 Levels of Unacceptable Behaviour and Sanctions			
Unacceptable Behaviour	Sanctions	Serious Incidents	Sanctions
<ul style="list-style-type: none"> <li>Shouting out/interrupting.</li> <li>Throwing things.</li> <li>Breaking the class rules.</li> </ul>	<ul style="list-style-type: none"> <li>Praise those sitting nearby showing appropriate behaviour.</li> <li>A glare, a shake of the head to show disapproval.</li> <li>Reminder of the rules.</li> <li>Warning by teacher/Learning support assistant. A clear concise message. "X" if you carry on doing 'Y' then 'Z' will happen to you.</li> <li>Sitting/working alone. The child should be relocated to another seat or area where they will have a clear explanation of the behaviour required of them to return to their original seat. This behaviour may be the completion of a task or a time period for appropriate action. This will be a maximum of ten minutes.</li> <li>Children will miss part (age appropriate) of playtime in the morning and be sent to a KS1 or KS2 class to complete work that has been unfinished due to "unacceptable" incidents.</li> <li>At lunchtime pupils will be sent to the Library area with the Learning Mentor (Mon/Tues/Friday)</li> <li><b>In all these possible strategies once the child has successfully completed their sanction this will be acknowledged.</b></li> </ul>	<ul style="list-style-type: none"> <li>Spoiling other people's work.</li> <li>Taking other people's property.</li> </ul>	<p>Yellow card given to child and child loses 10 tribe points.</p> <p>One of the following sanctions may be applied:</p> <ul style="list-style-type: none"> <li>Upper KS2 children will miss all their playtime by going to alternate KS class or stay with class teacher.</li> <li>Work in another class for a period of up to one hour.</li> <li>Written apology.</li> <li>Child spoken to by SENDCO/ Head</li> <li>Behaviour targets set with child.</li> <li>Informal discussion with parents or notification in home link book if persistent yellow cards occur.</li> </ul> <p><b>If a child receives three yellow cards in a week or refuses to comply to time out then they will be referred to the head teacher.</b></p>
<ul style="list-style-type: none"> <li>Wandering around the classroom.</li> <li>Refusing to work.</li> <li>Thoughtlessly being impolite.</li> <li>Thoughtlessly stopping other children learning.</li> <li>Irritating/winding up other children/name calling/ teasing.</li> </ul>		<ul style="list-style-type: none"> <li>Persistent breaking of the class rules. Deliberately Breaking school rules.</li> <li>Frequently avoiding "in-seat" work.</li> <li>Persistently refusing to work.</li> <li>Deliberately being impolite.</li> <li>Deliberately stopping other children learning.</li> <li>Repeated name-calling/teasing/winding up</li> </ul>	
<ul style="list-style-type: none"> <li>Unhelpful, uncooperative behaviour.</li> <li>Leaving the classroom without permission.</li> <li>Misuse of school equipment.</li> </ul>		<ul style="list-style-type: none"> <li>Persistent unhelpful, uncooperative behaviour.</li> <li>Leaving the building without permission.</li> <li>Misuse of cloakrooms/toilet areas.</li> <li>Frequent inappropriate behaviour at lunchtime.</li> </ul>	
<ul style="list-style-type: none"> <li>Inappropriate behaviour at lunchtime.</li> </ul>			

Levels of Unacceptable Behaviour			
Very Serious Incidents	Sanctions	Extremely Serious Incidents	Sanctions
<ul style="list-style-type: none"> <li>Swearing and rudeness</li> <li>Stone throwing/dangerous play.</li> <li>Theft.</li> <li>Refusing to follow staff instructions or go to designated person/classroom</li> <li>Racist/minority group remarks or behaviour.</li> <li>Persistently and deliberately hurting another child (body or feelings)</li> <li>Leaving school without permission.</li> <li>Vandalism</li> <li>Inappropriate touching.</li> </ul>	<p><b>Red card</b> given to child and child loses 20 tribe points. The following will also apply:</p> <ul style="list-style-type: none"> <li>Spoken to by Headteacher.</li> <li>Child misses playtime and lunch time break on the day, or next day. If occurs after lunch Friday golden time will be missed instead.</li> <li>Letter to Parents after 3<sup>rd</sup> red card.</li> </ul> <p>If behaviour is repeated:</p> <ul style="list-style-type: none"> <li>Behaviour Plan will be put in place.</li> <li>Parents invited in for a discussion.</li> <li>An internal exclusion may be necessary, where the child may be placed in an alternative area to work or spend their break or lunchtimes.</li> <li>Warning of suspension</li> </ul> <p><b>On some rare occasions the headteacher may feel that the formal process should be activated to remove a child from the school temporarily.</b></p>	<ul style="list-style-type: none"> <li>Being disrespectful, swearing at or hitting any member of staff.</li> <li>Repeated physical aggression to another adult or child.</li> <li>Bullying and persistent threatening, intimidating or harming behaviour.</li> <li>Anti-social behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Parents called immediately</li> <li>Fixed term suspension. An incident of extreme seriousness has occurred and all parties need a short period to consider the best course of action.</li> <li><b>Permanent Exclusion is an extreme step and will only be taken in cases where:</b></li> <li><b>Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEND policy.</b></li> </ul>

## 4. Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy see Appendix A

## 5. Roles and responsibilities

### 5.1 The Trust Board

The Kaleidoscope (KMAT) Trust Board ensures that all of its schools have a Behaviour Policy which is reviewed annually. It also monitors the number of the number and types of bullying, suspensions and exclusions across KMAT.

#### 5.1.1 The Local Governing Board

The Local Governing Board (LGB) is responsible for monitoring this Behaviour Policy's effectiveness and holding the Headteacher/Executive Headteacher/Head of School to account for its implementation.

## 5.2 The Headteacher/Executive Headteacher/Head of School

The Headteacher/Executive Headteacher/Head of School is responsible for:

- › Reviewing and approving this Behaviour Policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring 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)

## 5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › 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 their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

## 5.4 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, whilst 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.

### **5.5 Pupils**

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

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

## **6. School Behaviour Curriculum**

### **The Vision for Behaviour**

At Becket Primary we feel it is important to promote a caring and supportive environment where all members of the school community feel secure and respected. This encourages a good standard of behaviour and creates a positive approach to the code of conduct expected. Clear rewards and sanctions, consistently applied support this. We want a safe, secure, happy and calm environment with a positive ethos of praise, where optimum learning can take place.

We want to ensure that every member of the school community, including parents and governors are fully aware of the agreed expectations with regard to behaviour and discipline within the school. We want to encourage respect for self and others, their property and way of life. We want to enhance learning and teaching through good behaviour, established routines and co-operation and to know that behaviour affects everyone.

### **When is behaviour taught and learned?**

Behaviour is taught and learned every day. All staff and helpers are aware that they have a shared responsibility in role modelling and promoting positive behaviour in the school thus developing the children's sense of community and citizenship for the future.

### **How is behaviour taught and learned?**

Behaviour is taught and learned in school and out so we believe clear expectations for children, parents and staff are vitally important so that we can all support one another. The school has a clear set of rules which apply throughout the school.

<b>Rules- The Becket 'Bs'</b>	<b>Visible Consistencies</b>	<b>Over &amp; Above Recognition</b>
<b>1.</b> Be ready <b>2.</b> Be respectful <b>3.</b> Be safe	<b>1.</b> Daily meet and greet <b>2.</b> Lovely Lines <b>3.</b> Wonderful Walking	<b>1.</b> In class recognition boards <b>2.</b> Celebration Certificates <b>3.</b> Fabulous Friday Phone Calls Home
<b>Relentless Routines</b>		
Praise in Public (PIP) Reprimand in Private (RIP)	Wonderful Walking Around School	Consistent Language
<b>Stepped Boundaries</b>		
Gentle Approach, use child's name, child level, eye contact, deliver message – get out!		
<b>1. REMINDER:</b> I noticed you chose to ..... (noticed behaviour) This is a REMINDER that we need to Be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening		
<b>2. WARNING:</b> I noticed you chose to ..... (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you leave me no choice but to ask you to leave the room / go to the quiet area / thinking mat ..... (learner's name), Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation		
<b>3. CALMING TIME:</b> I noticed you chose to ..... (noticed behaviour) You need to: 1. Wait outside the classroom/Go to quiet area 2. Go to sit with Year Group Partner Class 3. Go to sit in a SLT classroom 4. Go to HoS/EH's office Playground: You need to: 1. Stand by other staff member 2. Sit on the picnic bench 3. Go to HoS/EH's office I will come and speak to you in two minutes <b>*DO NOT describe child's behaviour to other adult in front of the child*</b>		
<b>4. FOLLOW UP, REPAIR AND RESTORE</b> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How did this make people feel?</li> <li>• Who has been affected (hurt/upset KS1)?</li> <li>• What could we do to put this right?</li> </ul>		

## 6.1 Mobile phones

The general rule is that pupils are not allowed to bring mobile phones into school. However, there may be exceptional circumstances where a parent/carers feels this is necessary e.g. a long walk to and from school without adult supervision. If a Year 5 or 6 child does bring a phone into school (these are the only children permitted to walk home on their own with parental consent), they must not use it on the school site, and hand it into the office when they come into school and collect it at the end of the day (the school takes no responsibility for the loss or damage of mobile phones). If a pupil use the phone on site, does not hand it in, or uses it inappropriately e.g. photographing or filming others then permission will be withdrawn.

## **7. Responding to behaviour**

### **7.1 Classroom management -how behaviour is taught and learnt**

#### **How is behaviour taught and learned?**

Behaviour is taught and learned in school and out so we believe clear expectations for children, parents and staff are vitally important so that we can all support one another.

#### **Children can expect staff to:**

- Value them as individuals
- Have their best interests at heart and teach them how to behave through demonstrating and modelling
- Reward good behaviour through positive verbal comments and praise, or acknowledge with River Points
- Reward good behaviour at the weekly Celebration Worship
- Have an understanding that learning is not always easy and to support them when needed.
- Ensure they have a safe environment by trying to prevent (and certainly stopping any) fighting, bullying and potentially hurtful situations
- Follow the appropriate behaviour sanctions
- If behaviour is repeated to contact parents to get them to help us back up our rules.

#### **School expects children to:**

- Respect other people
- Be caring, considerate and co-operative
- Have good manners and behave politely
- Take responsibility for the school environment (handle books carefully, pick up litter, use resources sensibly)
- Follow the uniform code
- Follow the school rules.

#### **School expects parents to:**

- Support the school's code of good behaviour and discipline
- Ensure pupils are on time and parents collect them on time
- Ensure pupils are ready to learn (not too tired) and with the right equipment
- Ensure pupils respect the uniform code
- Ensure pupils respect the grounds and supervise their children/preschool children on site
- Take pride in their children's behaviour, manners and language.

### **7.2 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 the Kaleidoscope Safeguarding Policy for more information

### **7.3 Responding to good behaviour**

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward (Rivers points/celebration certificates/Phones calls home). This provides an opportunity for all staff to reinforce the school's culture and ethos.

Appendix A Levels of Acceptable Behaviour					
Ordinary behaviour	Praise	Good Behaviour	Praise	Very Good Behaviour	Praise
<ul style="list-style-type: none"> <li>Putting hand up to answer questions.</li> <li>Looking after property in the classroom.</li> <li>Keeping the class rules.</li> <li>Sitting appropriately and safely in the classroom.</li> <li>Working.</li> <li>Being polite (please and thank you).</li> <li>Helping other children to learn, by not interrupting them.</li> <li>Helpful, co-operative behaviour.</li> <li>Good use of school equipment.</li> <li>Appropriate behaviour at lunchtime.</li> </ul>	<ul style="list-style-type: none"> <li>Smiles</li> <li>Thumbs up</li> <li>Positive comments</li> <li>Reward time is given to the children each half term, when they are free to choose/vote from a list of appropriate activities.</li> <li>Rover House points can be awarded.</li> <li>Birthday's celebrated in Friday Celebration Assembly.</li> <li>Class rewards – eg. Marbles in a jar – once full the class receive Golden time.</li> </ul>	<ul style="list-style-type: none"> <li>Putting away property you used in the classroom.</li> <li>Being a good role model for the class rules</li> <li>Being thoughtful to others about where and how you sit in the classroom.</li> <li>Persistently working hard with good effort.</li> <li>Being polite and considerate (apologising when made a mistake).</li> <li>Helping other children learn by supporting them/sharing resources</li> <li>Persistent helpful, co-operative behaviour.</li> <li>Frequent appropriate behaviour at lunchtime.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Give and monitor responsibility to encourage positive self-esteem.</li> <li>Share achievements in assembly.</li> <li>Celebration certificates.</li> <li>River House points (up to 2 max).</li> </ul>	<ul style="list-style-type: none"> <li>Tidying/helping someone else to tidy resources you haven't used.</li> <li>Reminding others of the class rules</li> <li>Persistently working hard in areas that are difficult for the individual.</li> <li>Being inclusive towards others.</li> <li>Representing school well at events.</li> </ul>	<ul style="list-style-type: none"> <li>Share achievements with parents through emails.</li> <li>Make a phone call home.</li> <li>Share achievements with HoS/EH.</li> </ul>

## 7.4 Responding to misbehaviour

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

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

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

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

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

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Sending the pupil out of the class
- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a Behaviour Contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

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

## 7.5 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 (see appendix 7)

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.

**At Kaleidoscope Multi-Academy Trust our staff are trained in the Team Teach de-escalation approach which includes techniques for restraint and reasonable force.**

## **7.6 Confiscation, searches, screening**

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

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

### **Searching a pupil**

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

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

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

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

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

If they still refuse to co-operate, the member of staff will contact the Headteacher/Executive Headteacher/Head of School/Designated Safeguarding Lead (DSL) (or Deputy)/pastoral lead, to try and determine why the pupil is refusing to comply.

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

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

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

Outer clothing includes:

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

### **Searching pupils' possessions**

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

- Desks
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the Designated Safeguarding Lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

## Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). 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

## Support after a search

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

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

## Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

## Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

## Who will be present?

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

### **Care after a strip search**

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

## **7.7 Off-site misbehaviour**

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

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

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

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

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

## **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

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

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

### **7.9 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/Executive Headteacher/Head of School/ member of the senior leadership team/pastoral lead 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.

### **7.10 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

Issues of this nature are recorded on Safeguard.

Please refer the Kaleidoscope Safeguarding Policy for more information

### **7.11 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 the Kaleidoscope Safeguarding Policy and Allegation of Abuse Against Teachers and Other Staff document for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Detention**

Set out which members of staff have been authorised by the headteacher to give pupils detentions. Pupils can be issued with detentions during break and after school.

The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

### **8.2 Removal from classrooms**

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by Executive Head, Head of School, Learning Mentor or Family Support worker.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher/Executive Headteacher/Head of School.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentors
- Use of Teaching/Learning Support Assistants
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil using the form in (Appendix 5).

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/Executive Headteacher/Head of School and only as a last resort.

Please refer to the Kaleidoscope Suspension and Permanent Exclusion Policy for more information.

## **9. Responding to misbehaviour from pupils with SEND**

### **9.1 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 causing any substantial disadvantage to a disabled pupil 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **9.2 Adapting sanctions for pupils with SEND**

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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.

## **9.3 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 to create the plan and review it on a regular basis.

## **9.4 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

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

This could include measures like:

- Reintegration meetings
- Daily contact with the Pastoral Lead/learning Mentor
- A report card with personalised behaviour goals

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

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

### **11.2 Preparing outgoing pupils for transition**

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

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

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed in terms 2, 4, 6 by the Senior Leadership Team.

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

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

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

The Local Governing Board will monitor the analysis of the above information and raise questions if the data shows particular trends or relates to specific pupil groups or staff.

The Trust Board will monitor the headline information and analysis of the above information.

### 13.2 Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher/Head of School/Executive Headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Chair of Governors. The Trustees will review the core and standardised elements of this policy which apply across kaleidoscope on an annual basis.

### 14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions Policy
- Safeguarding Policy
- Positive Handling Policy
- Anti-bullying Policy
- Child on Child Abuse Policy

Ratified by the Local governing Body: 27/3/23

Signed:        Andrew Rowse        27/3/23  
                    Chair

## Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

## Appendix 2: Staff Training Log

TRAINING RECEIVED	DATE COMPLETED	TRAINER / TRAINING ORGANISATION	TRAINER'S SIGNATURE	STAFF MEMBER'S SIGNATURE	SUGGESTED REVIEW DATE

### Appendix 3: Behaviour Log

Kaleidoscope schools record behaviour incidents on the Safeguard system. Although they will not use this form, they will record the information within it onto Safeguard.

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

## Appendix 4: letters to parents about pupil behaviour - templates

### First behaviour letter

Dear parent,

Recently, your child \_\_\_\_\_ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our behaviour curriculum, which is set out in the behaviour policy. I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of \_\_\_\_\_, I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Please contact us at [admin@becket.n-somerset.sch.uk](mailto:admin@becket.n-somerset.sch.uk) or by calling 01934 516052

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,  
\_\_\_\_\_ has continued to misbehave.

\_\_\_\_\_ would now benefit from a structured approach to help improve their  
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational  
needs co-ordinator and myself, to discuss how we can best support your child in improving their  
behaviour.

**Insert details of the meeting time, date and location**

Please contact us at [admin@becket.n-somerset.sch.uk](mailto:admin@becket.n-somerset.sch.uk) or by calling 01934 516052

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Detention letter

Dear parent,

I am writing to inform you that \_\_\_\_\_ has been given a detention on this date  
\_\_\_\_\_ at this time \_\_\_\_\_.

The reason(s) for this detention are set out below.

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If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### **Detention letter – return slip**

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent name: \_\_\_\_\_

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5: Record of Removal from Class

Record of Removal from Class							
Date	Teacher	Childs name	Reason for removal from class	Duration of time out	Protected Characteristic (if applicable)	Parent Informed on the day Yes/No	Signed Headteacher/Executive Headteacher/Head of School



## Appendix 6: Racist Incident Log

RACIST INCIDENT LOG						
Date 202_ -202_	Instigator	Victim	Incident Description	Action	Both Sets of Parents Informed Yes/No	Result

## Appendix 7: Bullying Incident Log

### BULLYING INCIDENT LOG

Date	Instigator	Victim	Incident Description	Category of Bullying	Action	Both Sets of Parents Informed Yes/No	Result

## Appendix 8: Sexual Harassment/Incident Log

Date	Instigator	Victim	Incident Description	Action	Both Sets of Parents Informed Yes/No	Result