



WEST BOROUGH
PRIMARY SCHOOL

Proactive Behaviour Management Policy

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Introduction

This document is a statement of the aims, principles and strategies for West Borough Primary School in relation to promoting positive behaviour. It is weighted in theory and takes into account DfE guidance, Local Authority advice and the findings of the Education Endowment Foundation, along with a sound understanding of the lives and needs of our pupils. It should be read in conjunction with the Positive Handling Policy, Inclusion Policy, Anti-Bullying Policy, Exclusion Policy, Child Protection Policy and the RE and Collective Worship Policy to establish the general ethos of the school.

The Proactive Behaviour Management Policy provides a framework for a happy, supportive and safe environment in which children can learn to self-regulate and flourish as respected members of the West Borough Primary School community.

Our Vision

At West Borough Primary School we instil a respect for others and a fascination with the world around us.

Within our creative environment, we foster life skills.

This gives us the opportunity to learn, take responsibility and to become independent citizens.

Our Core Values

At West Borough Primary School we have 5 Core Values which underpin everything we do:

Equality
Responsibility
Respect
Resilience
Challenge

Community Code

Our Core Values are evidenced on a daily basis through our Community Code; the way we expect all community members to behave.

Be kind, be safe, be responsible and embrace challenge!

I. Aims

This policy aims to:

- Create a positive culture that promotes pupils' developing self-regulation, leading to excellent behaviour
- Ensure 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 to all pupils to meet their presenting needs
- 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:

- 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 Proactive Behaviour Management Policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their Proactive Behaviour Management Policy online

3. Principles and Definitions

This policy focuses on supporting children to make positive choices in relation to their behaviour, as well as their learning.

At West Borough Primary School, we recognise that self-regulation is a lifelong skill. Children need to be taught explicitly and implicitly how to manage their emotions and behaviour. Children will be taught a range of strategies to allow them to develop these vital skills. Staff

focus on encouraging children to make good choices, using a positive and proactive approach.

As with their curriculum-based learning, emotional and behavioural strengths and achievements will be acknowledged and celebrated. Where behaviours of concern are identified, children will be supported to by staff to develop the appropriate skills.

Staff will take a proactive approach to managing and supporting positive behaviour.

Behaviours of concern are defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Incorrect uniform
- Refusal to follow staff instructions
- Failure to uphold our school Core Values; Equality, Responsibility, Respect, Resilience and Challenge

Serious behaviours of concern are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Putting yourself or others at risk of harm
- 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)

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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

Bullying is considered a serious behaviour of concern and managed accordingly. Bullying will not be tolerated and adults and children alike share the responsibility of being vigilant to such behaviours.

- West Borough Primary School takes the issue of bullying seriously. Full details of how we approach bullying, how we will prevent bullying and how we will manage reports of bullying are outlined in the school Anti-Bullying Policy, which should be read in conjunction with this Proactive Behaviour Management Policy.
- We will tackle all forms of bullying, including emotional, physical, prejudice-based, sexual, verbal (direct and indirect) and cyber bullying.
- Children, families and staff are encouraged to report any instances of bullying directly to the school at the earliest opportunity. There are a range of ways to do this including in person to any member of school staff or by telephone via the school office.
- Any reports of bullying will be investigated by a senior member of staff and a DSL will be informed. Where appropriate, additional staff members and family members will be informed of the incident and its ongoing management. Witnesses will be interviewed in order to ascertain a thorough understanding of any/all incidents. This will include recording appropriate details regarding decisions and action taken. The school will provide appropriate support to the person being bullied, making sure they are not at risk of immediate harm, and will involve them in any decision-making, as appropriate. The perpetrator will be issued consequences in line with the Proactive Behaviour Management Policy and appropriate to the associated incidents. These consequences will include a learning element to help reduce the chance of repetition of behaviours. A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- When responding to incidents of bullying that occur online, the school will ensure they respond consistently with offline incidents of bullying. Any incidents will be investigated, communicated and managed in the manner outlined above. Additional

actions that may need to take place include looking at use of the school systems, asking for any evidence (screenshots) to be kept, confiscating and searching any electronic devices in accordance with Government guidance and law ([Searching, Screening and Confiscation](#)), requesting the deletion of any content contravene to school policies and/or contacting the service provider and the police, if necessary.

- When responding to incidents of bullying that occur off school premises, the school will work closely with families on a case by case basis to ensure that incidents are managed appropriately and effectively, in line with the school Anti-Bullying Policy. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's Proactive Behaviour Management Policy.
- All incidents of bullying will be reported and recorded in detail, in accordance with the Proactive Behaviour Management Policy. Records will be regularly monitored and evaluated to ensure both the Proactive Behaviour Management Policy and the Anti-Bullying Policy are being consistently followed by all. Should any areas of concern be identified, these will be incorporated into the school's action planning. The Headteacher and Governors will be regularly updated on the outcomes of the monitoring.
- Where consequences are required for confirmed incidents of bullying, the exact details of these will be determined on a case by case basis. However they will always include an element of education and reflection and a restorative element. Where it is deemed necessary, significant consequences including removing from the classroom, suspension and/or permanent exclusions may be required. Please refer to Section 7 and 8 for further details.
- Supporting children that have been bullied and those that are vulnerable to bullying is of utmost importance and the following steps will be taken:
 - Reassuring the pupil and providing continuous pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Children and Young People's Mental Health Service (CYPMHS).
- Whole school proactive strategies to prevent bullying include creating an inclusive environment which promotes a culture of mutual respect, consideration and care for others, upheld by all, ensuring thorough policies and procedures are not only in place, but known and followed, and ensuring that all staff are well trained to identify all forms of bullying and take appropriate action. Please read the full Anti-Bullying Policy for full details.
- All staff, including: teaching staff, support staff (e.g. teaching assistants, administration staff, and site support staff) pastoral staff and the Board of Governors access regular Safeguarding Training to ensure they can identify and manage incidents of bullying, as well as confidently identifying those pupils that may be at risk of bullying.

5. Roles and responsibilities

5.1 The governing board

The Board of Governors is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix I)
- Reviewing this Proactive Behaviour Management Policy in conjunction with the headteacher
- Monitoring the policy's effectiveness

- › Holding the headteacher to account for its implementation

5.2 The 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)

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 Proactive Behaviour Management 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 Proactive Behaviour Management Policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's Proactive Behaviour Management 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 Proactive Behaviour Management 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 Proactive Behaviour Management 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 Proactive Behaviour Management Policy.

Extra support and induction will be provided for pupils who join the school during the academic year.

6. School behaviour expectations

At West Borough Primary School, our behaviour expectations are underpinned by our 5 Core Values:

Equality
Responsibility
Respect
Resilience
Challenge

Children are expected to:

- › Behave with honesty, integrity
- › Treat members of staff, visitors and each other with respect
- › Ensure they do not prevent others from accessing learning
- › Treat school property and buildings with respect
- › Wear the correct uniform at all times
- › Endeavour to make good choices, including accepting staff support
- › Accept consequences when they need to be issued
- › Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Staff will support children in achieving these expectations by:

- › Consistently applying the Proactive Behaviour Management Policy
- › Modelling desired behaviours

- › Building strong relationships
- › Explicit and implicit teaching of self-regulation techniques
- › Ensuring all children have access to the tools, strategies and/or support they need to be successful
- › Using a positive approach, including the use of positive language

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

6.1 Mobile phones

Children are permitted to bring mobile phones to school in accordance with the following guidelines:

- › Children in year 5 and 6 only are allowed to bring a mobile phone with them if they walk to or from school without a parent/carer
- › In order to mitigate the risks of distraction, disruption, bullying and/or abuse, phones are to be turned off and handed in to the class teacher on arrival. The class teacher will store them securely and return them at the end of the school day
- › Children must turn their phones off at the school gate before entering the school grounds each morning
- › Children can turn their phones on at the school gate at the end of the day
- › Parental permission will need to be provided
- › Liability is an issue, in case of loss or damage

7. Responding to behaviour

7.1 Classroom management

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

- › Model desired behaviours at all times
- › Consistently use the Proactive Behaviour Management Policy
- › Create and maintain a stimulating and accessible environment that encourages pupils to be engaged
- › Display and communicate the school behaviour expectations, clearly and firmly
- › Build a positive relationship with children, which includes:
 - Greeting children in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting desired behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
- › Daily use of Zones of Regulation to support children's understanding and management of emotions
- › Ensure learning is accessible
- › Ensure all known behaviours of concern are proactively supported
- › Offer support, guidance and strategies where new behaviours of concern are observed
- › Offer positive praise and encouragement, both verbal and non-verbal, when behaviour is 'turned around'
- › Ensure consequences are issued where behaviours of concern are not altered with support

7.2 Safeguarding

West Borough Primary 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 child's behaviour may be linked to them suffering, or being likely to suffer, significant emotional or physical harm.

Where this may be the case, we will follow our child protection 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 policy](#) for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the behaviour standard expected for their age or stage, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise which is specific and genuine
- Recognition of achievements in assembly, including Pupil of the Term
- Gold Card certificate issued for acts, behaviours or learning that are significantly above and beyond for the child in question
- Opportunities to share good quality work
- Informing parents of good behaviour and/or achievements
- Whole class or year group reward activities
- Positions of responsibility – House Captains, Vice Captains, Ambassadors, Peer Mediators

7.4 Responding to behaviours of concern

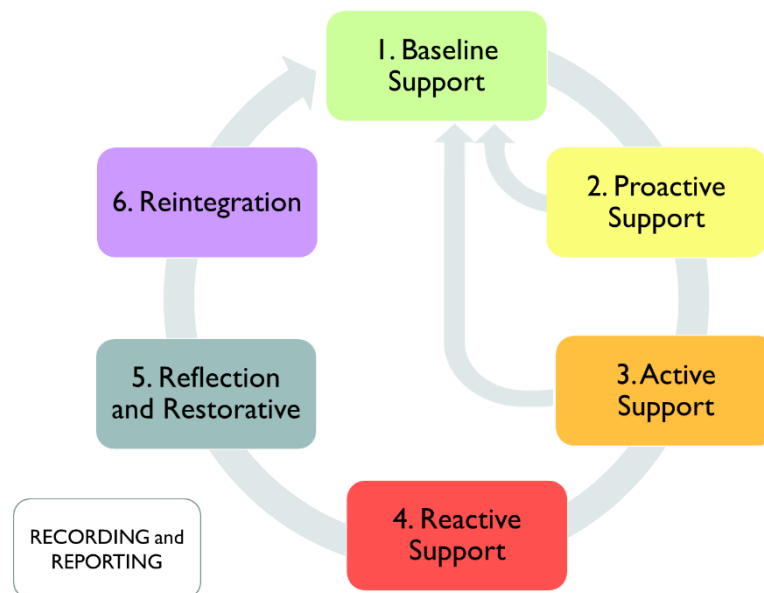
When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of such behaviour.

Staff will endeavour to create a predictable environment by always offering a positive, proactive, consistent approach and by challenging behaviour that falls short of the standards. Staff will respond in a consistent, fair and proportionate manner, so pupils know with certainty that behaviours of concern will always be addressed and support offered.

A proactive approach, de-escalation techniques and clear instructions will be used to help prevent further behaviour issues arising, such as Zones of Regulation tools offered, the use of pre-arranged scripts and/or phrases.

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

The Proactive Behaviour Management Policy promotes a cycle of responses from supporting adults.



When managing behaviour, staff will always consider what support could be offered to a pupil to help them to meet behaviour expectations now and in the future. The Proactive Behaviour Management Policy aims to equip children with the knowledge, understanding and tools to regulate their own behaviour and emotions. With this at the forefront of our approach, a tiered response will be given by staff where behaviours of concern are identified. Children will be given the opportunity, with adult support, to ‘turn around’ their behaviour before consequences are issued.



Should behaviours continue following proactive and active support of prompts, reminders and/or warnings, a consequence will be issued in the form of a white or grey card. This is considered a reactive response.

White Card

Low level behaviours that have continued despite supportive adult intervention. These behaviours will be managed by class staff.

Behaviours may include, but are not limited to:

- Not following adult instructions
- Unkind to others
- Disrupting others learning
- Swearing/inappropriate language
- Disorderly conduct around the school site, e.g. pushing/shoving in the line

Grey Card

Higher level behaviours that have continued despite supportive adult intervention, or are posing an immediate risk. These behaviours will likely require the additional support from a member of the Senior Leadership Team.

- Causing risk of injury to self or others
- Acts of violence
- Significant damage to property
- Absconding

- › Racism (that does not change following education)
- › Bullying
- › Significant disruption to the running of the school

Consequences must take place following a suitable period of processing time to ensure the child is functioning at their baseline and no longer in a heightened state. This optimises their ability to reflect and therefore learn from the event. The processing time may take place in an alternative space outside the classroom. The consequence can occur at any time within the school day, as identified by the class teacher or a member of the Senior Leadership Team. Children may miss out on a portion of play time or class-based 'reward' or 'free' time.

Consequences will always include an element of reflection and restoration to ensure they are opportunities for learning.

Reflection

Children will be supported to reflect on an incident, discuss any triggers or challenges and identify tools or strategies to be utilised in future, to reduce or prevent further instances of such behaviour occurring.

Restorative

Restorative Justice, where parties come together to resolve conflict and look at implications for the future, must play a part in all consequences issued. Children will be supported to identify and execute restorative actions appropriate to the incident and the age and stage of the children involved.

This may include:

- › Tidying up
- › Helping to mend broken objects
- › A verbal or written apology
- › Inviting an involved individual to play or engage in a relationship building activity
- › Helping staff with a job or errand
- › Catching up on missed work

Learnings from incidents of behaviours should be used to shape the support and approach for a child moving forward. Where possible, proactive measures should be put in place and/or agreed responses or scripts can be implemented.

Where an incident is significant, consequences may also include:

- › Parents/Carers invited to meet with a member of the Leadership Team in order to create an agreed Individual Behaviour Plan
- › Suspension
- › Permanent Exclusion

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis. Consideration will be given 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 3 for a behaviour log)

When facing an escalating incident, staff will use techniques identified in the whole school PROACT – SCIPr-UK training prior to engaging in any physical contact. Should a staff member then deem that it is reasonable, proportionate and necessary to engage in physical contact, they will do so with the minimum force required and as soon as is reasonably possible, swap with a member of the Leadership Team. Leadership Team members have received training on a small number of Physical Interventions within the PROACT – SCIPr-UK training.

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.

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 of the DfE guidance) 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, or by the headteacher themselves.

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

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

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

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and 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 consequence.

If they still refuse to co-operate, the member of staff will contact the headteacher 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.

The authorised member of staff may use a metal detector to assist with the search.

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

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 and carers

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, including those 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 Behaviours of concern off-site

Consequences may be applied where a pupil has displayed behaviours of concern off-site when representing the school. This means when:

- 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

Consequences may also be applied where a pupil has displayed behaviours of concern off-site, at any time, whether or not the conditions above apply, if the behaviour:

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

Consequences will only be issued 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 behaviours of concern

The school can issue consequences to pupils for behaviours of concern carried out online 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

Consequences 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).

7.9 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 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 issue consequences, 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:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our [child protection 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 our [child protection policy](#) and Managing Allegations Policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 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 consequence and will only be used in response to serious behaviours of concern. Staff will only remove pupils from the classroom once proactive, active and reactive 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 causing significant disruption
- Maintain the safety of all pupils
- Allow the pupil to continue their learning in a more appropriate environment for their current presenting needs
- Allow the pupil to regulate in a safe space

Pupils who have been removed from the classroom will be supervised by an appropriate member of staff. This may be a member of the Senior Leadership or Well-Being team. Pupils will be given the time and support to regulate before returning to the classroom. This exact time will be determined appropriate to the child's age and stage.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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:

- Use of Well-Being staff
- Use of teaching assistants
- Personalised behaviour plans
- 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.

8.3 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent behaviours of concern, which have not improved following in-school education, consequences and interventions.

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

9. Responding to behaviours of concern 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 behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of behaviour will be made on a case-by-case basis.

When dealing with behaviours of concern from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the Proactive Behaviour Management 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 behaviour, 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.

The Proactive Behaviour Management approach will be followed (see section 7.4), using Baseline, Proactive, Active and Reactive support strategies as required. However the initial Baseline support will be highly personalised to meet the presenting needs of the individual pupil. Support may include, but is not limited to:

- Short, planned movement breaks, wobble cushions or fiddle tools 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
- Access to tools to support in accessing the curriculum such as a laptop, writing board, coloured overlays, visual instructions
- Adjusting uniform requirements or packed lunch guidelines for a pupil with sensory issues
- Training for staff in understanding conditions such as ASC or ADHD
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- Interventions for social, emotional or mental health needs including Thrive and/or Nurture

9.2 Adapting consequences for pupils with SEND

When considering a consequence 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 respond 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 issue a consequence. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made. Staff will also reflect on the incident and make reasonable adjustments to the support and approach for the pupil going forward.

9.3 Considering whether a pupil displaying behaviours of concern may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits behaviours of concern 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.

HELPLINE: 03000 41 3000

Office: 03000 412 412

E-mail: iask@kent.gov.uk

Website: <http://www.kent.gov.uk/education-and-children/special-educational-needs/supportand-advice/kent-parent-partnership-service>

10. Supporting pupils following a consequence

Following the issuing of a consequence, staff will work with pupils to help them understand how to manage their emotions to improve their behaviour and meet the expectations of the school.

If behaviours required a *White Card* to be issued, a pupil will access the consequence with the support of class staff; class teacher or support staff. A reflective exercise and restorative justice will be carried out. Behaviours include, but are not limited to:

- Not following adult instructions
- Unkind to others
- Disrupting others learning
- Swearing/inappropriate language
- Disorderly conduct around the school site, e.g. pushing/shoving in the line

Should the nature of the behaviours of concern be significant and a *Grey Card* issued, the reflective and restorative consequences may be supported by a member of the Senior Leadership Team. Significant behaviours include, but are not limited to:

- Causing risk of injury to self or others
- Acts of violence
- Significant damage to property
- Absconding
- Racism (that does not change following education)
- Bullying
- Significant disruption to the running of the school

Following the completion of a consequence, pupils will be welcomed warmly back to the class activities. Should a pupil require additional emotional or well-being support, this can be assigned on a case-by-case basis and could include:

- Reintegration meetings
- Daily or weekly time with a member of the well-being team
- A Personalised Behaviour Plan
- Personalised timetable
- Personalised behaviour target

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 Proactive Behaviour Management 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 will 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 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 alternative provision 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 every term by Frankie Kelly.

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.

13.2 Monitoring this policy

This Proactive Behaviour Management Policy will be reviewed by the headteacher and the 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 Governing Body.

The written statement of behaviour principles (appendix I) will be reviewed and approved by the governing body annually.

14. Links with other policies

This Proactive Behaviour Management Policy is linked to the following policies:

- Child protection policy
- Mobile phone policy
- Anti-Bullying Policy

Appendix I: written statement of behaviour principles

- All staff and pupils are expected to uphold our 5 Core Values: Equality, Responsibility, Respect, Resilience and Challenge
- 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
- All staff take a proactive approach to managing behaviour and supporting emotional regulation
- Rewards and consequences are used consistently by staff, in line with the Proactive Behaviour Management Policy
- The Proactive Behaviour Management 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 and learn from their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body 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 governing board annually.

Appendix 2: behaviour incident concern form

WEST BOROUGH PRIMARY SCHOOL

BEHAVIOUR INCIDENT CONCERN FORM

Pupil name:	Date of birth and Year Group:
Name and position of person completing form:	
Date of incident /concern (dd/mm/yy):	

Please tick all Positive Behaviour Policy steps that have been followed

Baseline Support		Proactive Support		Active Support		Reactive Support		Reflection and Restorative		Reintegration	
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Please tick Function of Behaviour

Sensory		Escape		Attention		Tangible	
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Please tick all demonstrated behaviours

Refusal to follow staff instructions		Swearing/ Inappropriate Language		Refusal to access learning		Unkind to peers		Low level disruption	
Risk to self		Risk to others		Significant damage to property		Significant disruption to the running of the school		Bullying/Racism	

White Card(s) issued

Grey Card(s) issued

Antecedent/ Trigger (if known)	
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Full details of the incident, pupil's demonstrated behaviours and staff actions (baseline, proactive and reactive support)	
Restorative and Reflective Actions	
SLT involvement - Y/N	

Please tick any/all required actions									
Individual ZoR Toolkit		Thrive Referral		Nurture Referral		Personalised Behaviour Support Plan		Parent/Carer Meeting	
Exclusion		Other		If other, please give details:					

Class Teacher informed – Y/N	SLT informed – Y/N	Parent/Carer informed – Y/N
Signature:		Date form completed (dd/mm/yy):

Appendix 3: personalised behaviour support plan

Pupil		Primary Need		Date Completed	
Date of Birth		EHCP		Version No	
Age		Reason for Risk Assessment		To be reviewed by	
Class		Medical Information		Completed By	

Function of Behaviour	Sensory	Escape	Attention	Tangible
Observed Behaviour(s)	<i>(Positive behaviours)</i>		<i>(Behaviours that challenge)</i>	

	Baseline Support	Proactive Support	Active Support	Reactive Support	Reflection and Restorative	Reintegration	Total
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Pupil's Actions							
Agreed Staff Response							
Onsite Score							
Offsite Score							

Risk Level Scoring		
Low Minimal risk to others, self and/or property (1 point)	Medium Potential risk and intent to harm others, self and/or property (3 points)	High Actual risk and intention to harm others, self and/or property (5 points)
0-9	10-19	20-30
Review Alternate Terms	Review Termly	Review After each incident

Consent

The receiving of this document forms an agreement between all parties, and if appropriate informing the pupil of their identified needs and West Borough School's proposed response in the management of their behaviour.

Name	Role