

# **GRESHAM PRIMARY SCHOOL BEHAVIOUR POLICY**

**February 2022**

## Statement of intent

Gresham pupils succeed because everyone is happy, kind, challenged, inspired and ready for the future. In order for us to realise this vision, the excellent behaviour of our pupils is sacrosanct. We know that a class full of children will be happier and ready to learn if they and their peers are valuing, understanding and demonstrating the impeccable behaviour we expect.

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

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

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

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

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

Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Pupil Mental Health and Wellbeing Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

## Legal framework

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

- The Education Endowment Fund: 'Improving Behaviour In School' 2019
- NSPCC: Harmful Sexual Behaviours Framework 2019
- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2018) 'Searching, screening and confiscation'

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Pupil Mental Health and Wellbeing Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Positive Handling
- Child Protection and Safeguarding Policy
- Anti-bullying Policy

## Roles and responsibilities

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.

- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The mental health lead is responsible for:

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

The SENCO is responsible for:

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

Teaching staff are responsible for:

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

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

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO
  - Headteacher
  - Subject leader
- As authorised by the headteacher, disciplining pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

Pupils are responsible for:

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

Parents are responsible for:

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

### **Proactive Approaches to Minimising Poor Behaviour**

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Examples of how these relationships are established and maintained are outlined below:

#### **Staff know and understand the pupils and their interests**

- Staff meet and greet pupils at the start of the day
- Staff meet and greet pupils when they come into the classroom
- Staff dismiss pupils
- Staff get to know pupils in the class and where possible through the school
- Staff consider the elements that might affect pupil behaviour and what the school can do to address these
- Staff communicate positively
- Staff offer affirmations and validation
- Staff refer to student information
- Staff deliver constructive feedback wisely

#### **Teach learning behaviours alongside managing behaviour**

Staff actively teach metacognition and self-regulation specifically through the school's 'Brain Wave' units of learning and within other subjects (e.g. PSHE). These include various learning behaviours which will impact behaviours:

- Emotional learning behaviours, e.g. inner voice, mental well-being, dealing with setbacks; and self-esteem, self-worth, and self-competence.
- Social learning behaviours, e.g. pupil relationship with teacher, pupil relationship with peers, collaborative learning, and bullying.
- Cognitive learning behaviours, e.g. motivation, growth mindset, working memory/ cognitive load, and communication—improving through effective teacher-pupil dialogue, modelling.

The school has developed its own Learning Toolkit, featuring the 'Super Heroes of Learning' which helps pupils specifically develop their cognitive learning behaviours.

- be resilient
- empathise
- question
- collaborate
- persevere
- be independent
- reflect
- communicate
- take risks
- be creative

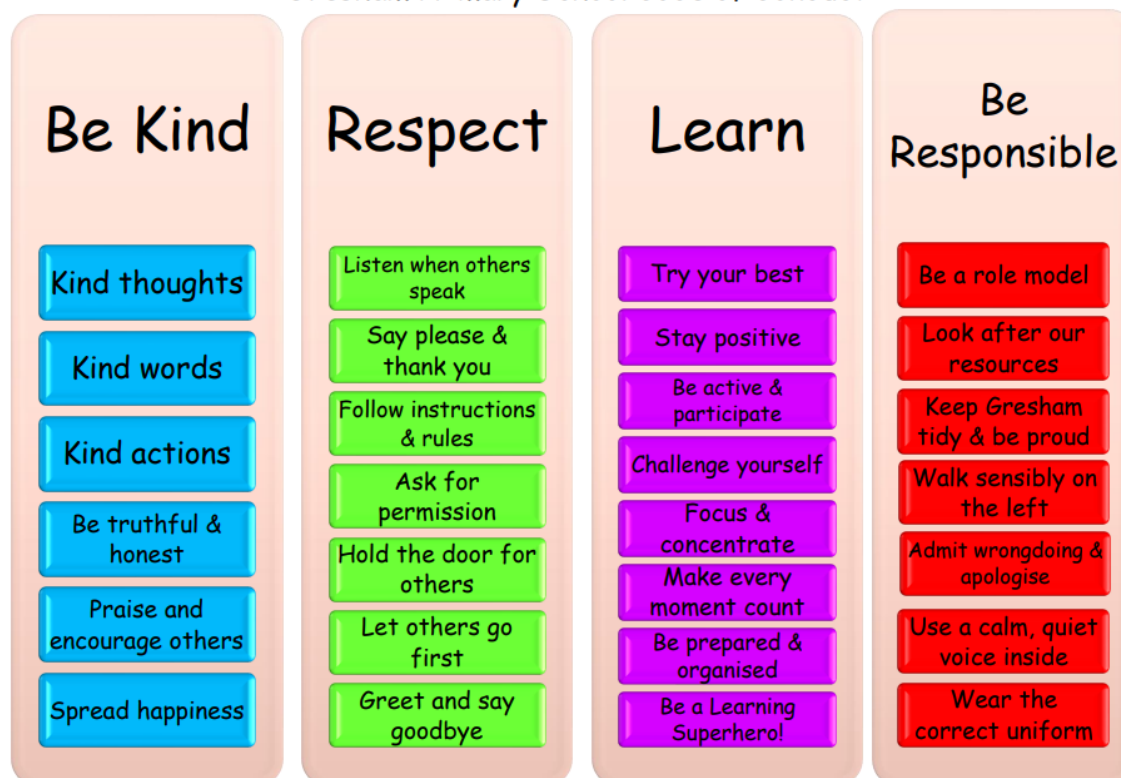
This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

### Use classroom management strategies to support good classroom behaviour

- Consistency of high expectations of adults in classes and between classes
- Explicit teaching of behaviours in the classroom and around the school
- Staff supervise children's entry to and exit from the school
- Start the year with clear sets of rules and routines that are understood by all pupils
- Other school rules on display and regularly referred to
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Positive behaviours are praised and rewarded
- The whole school house points systems utilised
- Classrooms establish their own reward system in addition to this which suits the pupils' ages
- Teachers adhere to 'Magic 5:1 ratio' (five positive comments for every one negative comment/correction)
- Certificates to reward good behaviour (e.g. Headteacher Award)
- Communication with parents
- Sanctions imposed for poor behaviour (see table below)
- Encourage respect and development of positive relationships
- Make effective use of the physical space available
- Have well-planned lessons with a range of activities to keep pupils stimulated

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct which requires pupils to:

### Gresham Primary School Code of Conduct



## **Classroom rules and routines**

Each class has an established set of clear, comprehensive and enforceable classroom rules which define what is acceptable behaviour and what the consequences are if rules are not adhered to. Attention is given to how rules are worded, such as the use of positive language rather than negative, e.g. “act respectfully towards your peers and teachers”, rather than “do not act disrespectfully towards your peers and teachers”.

Each class has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing.

Teachers support pupils to understand and follow classroom rules and routines. Teachers inform pupils of classroom rules and routines at the beginning of the academic year and revisit these daily. When and where appropriate, teachers explain the rationale behind the rules and routines to help pupils understand why they are needed, and will model rules and routines to ensure pupils understand them. Teachers also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

To support pupils’ continued awareness and understanding of classroom rules and routines, teachers reinforce them in a range of ways, e.g. placing posters of the rules on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom rules and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

## **The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils’ faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.
- Ensuring the teacher is able to see all areas of the classroom.
- Seating positions are decided by the class teacher and are for the benefit of learning. Children are expected to behave whomever they are seated near.

## **Praise and rewards**

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil’s efforts, work or behaviour need to be recognised, rather than continuously without reason.

- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

The school has a number of options for rewards that can be given to pupils. These include social rewards, e.g. positive contact with parents, physical rewards, e.g. certificates and prizes, and activity-based rewards, e.g. extra playtime or a special event treat.

## De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed
- Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened
- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don’t return to your seat, I won’t help you with your work” becomes “if you return to your seat, I can help you with your work”.

## Managing Poor Behaviour

Instances of poor behaviour are taken seriously and dealt with at the first available opportunity. The school takes a consistent approach to the dealing of poor behaviour.

For ‘unacceptable behaviours’ (see table below) an investigation may not be required. Teachers can often manage such behaviours with the sanctions outlined in the table.

For ‘serious unacceptable behaviours’, further steps are required:

- The pupil is sent to the headteacher immediately or, in their absence, the most senior member of staff.
- The incident is investigated and the member of staff decides whether it constitutes unacceptable behaviour.
  - When establishing the facts in relation to an incident, the member of staff must apply the civil standard of proof; i.e. ‘on the balance of probabilities’ it is more likely than not that a fact is true, rather than the criminal standard of ‘beyond reasonable doubt.’ **This means that the member of staff should accept that something happened if it is more likely that it happened than that it did not happen.**
- The member of staff records the incident on CPOMS.



- Various steps and sanctions are implemented at this point (see table below)
  - The sanctions applied are only shared with the parents of the perpetrator. The school requests that other parties respect the privacy of pupils and trusts that the school will deal with behaviours fairly, seriously and in line with this policy. Only staff of the school can decide the sanctions imposed on a pupil.
- The member of staff will inform the pupil's parents to discuss the incident.
- Where there are victims involved, the parents will be informed of the incident.

In the most serious cases of unacceptable behaviour (level 4 behaviours), the headteacher identifies the most appropriate response:

- The headteacher decides whether an internal exclusion is appropriate
- The headteacher considers whether the pupil should be excluded for a fixed term, in line with Croydon's Exclusion Policy, and will determine the length of the exclusion.
- In the most extreme cases the headteacher can decide to permanently exclude children, in line with Croydon's Exclusion Policy.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created (if not already in place) to outline the necessary provisions in place.

**\*Those in bold are recommended *minimum* actions to be taken.** Deviations from these minimum actions may be necessary if a child has an SEND which impacts their ability to adhere to the school Code of Conduct and/or understand the implications and/or consequences of their behaviour.

Level	Example Poor Behaviours	Possible Actions*
Unacceptable behaviour <b>Level 1</b>	<ul style="list-style-type: none"> <li>• Calling out/chatting in lessons</li> <li>• Interrupting/silly noises</li> <li>• Ignoring instructions</li> <li>• Being silly/pushing in line</li> <li>• Throwing/flicking small objects</li> <li>• Wasting learning time</li> <li>• Not following established classroom rules</li> <li>• Poor effort or attitude to learning</li> <li>• Shouting across the room/lunch hall</li> <li>• Throwing/intentionally dropping food at others or on the floor</li> <li>• Intentional poor table manners (e.g. spitting food)</li> <li>• Running in the school</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Verbal reminder/warning</b></li> <li>➤ Partial or whole loss of playtime</li> <li>➤ Appropriate behaviour/rules explained</li> <li>➤ Whole class discussion/lessons</li> </ul>

	<ul style="list-style-type: none"> <li>• In the building without permission</li> <li>• Rough play</li> <li>• Poor use of equipment</li> <li>• Being somewhere without permission</li> <li>• Having a mobile phone in sight</li> <li>• Unintentional inappropriate touching (e.g. very young children and/or those with limited understanding)</li> </ul>	
<p><b>Unacceptable behaviour</b></p> <p><b>Level 2</b></p>	<ul style="list-style-type: none"> <li>• Repeat occurrence of level 1 behaviour after reminder/warning</li> <li>• Refusing to work</li> <li>• Answering back/walking away</li> <li>• Purposeful disruption of teaching and learning</li> <li>• Rude/ inappropriate responses</li> <li>• Rude/threatening gestures</li> <li>• Taunting/teasing/winding up</li> <li>• Name-calling/swearing</li> <li>• Physical altercation or act causing no or minimal harm, marks or injury to others</li> <li>• Breaking equipment through carelessness</li> <li>• Refusing to listen to adult instructions</li> <li>• Running in the school</li> <li>• Misuse of mobile phone</li> <li>• Intentional inappropriate touching (this may be displayed in isolated incidents, no element of victimisation)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Class teacher informed</b></li> <li>➤ <b>Whole or partial missed playtime</b></li> <li>➤ Recorded on CPOMS</li> <li>➤ Parents informed</li> <li>➤ Parents of any victim(s) informed</li> <li>➤ Reflection sheet</li> <li>➤ Pupil placed on report</li> <li>➤ Community service</li> </ul>

<p><b>Serious unacceptable behaviour</b></p> <p><b>Level 3</b></p>	<ul style="list-style-type: none"> <li>• Repeat occurrence of level 2 behaviour after sanction</li> <li>• Leaving the classroom without permission</li> <li>• Purposeful damage to property</li> <li>• Racist/homophobic or otherwise discriminatory name-calling or behaviour</li> <li>• Physical altercation or act having the intention to/causing notable harm, marks or injury to others</li> <li>• Threatening physical violence or harm/intimidating others</li> <li>• Deliberately aiming and throwing objects at someone</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Sent to the head teacher/SLT</b></li> <li>➤ <b>Class teacher informed</b></li> <li>➤ <b>Recorded on CPOMS</b></li> <li>➤ <b>Parents informed</b></li> <li>➤ <b>Parents of any victim(s) informed</b></li> <li>➤ <b>Immediate loss of playtime(s)</b></li> <li>➤ Reflection sheet</li> </ul>
--	--	---

	<ul style="list-style-type: none"> <li>• Purposeful damage to property</li> <li>• Stealing items of low value or lacking significance</li> <li>• Swearing at someone (physical or verbal gestures)</li> <li>• Problematic touching (socially unexpected, developmentally unusual, and impulsive but has no element of victimisation)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Community service</li> <li>➤ Removal of privileges (e.g. attendance at clubs, representing the school, trips)</li> <li>➤ Pupil placed on report</li> <li>➤ Behaviour plan created or reviewed</li> <li>➤ Involvement of SENCO</li> <li>➤ Referral to outside agency</li> </ul> <p>Headteacher's discretion only:</p> <ul style="list-style-type: none"> <li>➤ Internal exclusion</li> </ul>
<p style="text-align: center;"><b>Serious unacceptable behaviour</b></p> <p style="text-align: center;"><b>Level 4</b></p>	<ul style="list-style-type: none"> <li>• Repeat occurrence of level 3 behaviour after sanction</li> <li>• Serious harm to others</li> <li>• Leaving school premises</li> <li>• Stealing significant/expensive items</li> <li>• Significant damage to property</li> <li>• Violent behaviour (that which causes – or had intent to cause - significant harm or damage)</li> <li>• On-going bullying or inciting others to bully</li> <li>• Verbal, physical or online abuse</li> <li>• Peer on peer abuse (this often involves manipulation, coercion and lack of consent)</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Sent to the head teacher/SLT</b></li> <li>➤ <b>Class teacher informed</b></li> <li>➤ <b>Recorded on CPOMS</b></li> <li>➤ <b>Parents informed</b></li> <li>➤ <b>Parents of any victims informed</b></li> <li>➤ <b>Immediate loss of playtime(s)</b></li> <li>➤ <b>Reflection sheet</b></li> <li>➤ Privileges removed (e.g. attendance at clubs, representing the school, trips)</li> <li>➤ Community service</li> <li>➤ Pupil placed on report</li> </ul>

		<ul style="list-style-type: none"> <li>➤ Behaviour plan created or reviewed</li> <li>➤ Involvement of SENCO</li> <li>➤ Referral to outside agency</li> <li>➤ Police informed</li> </ul> <p>Headteacher's discretion:</p> <ul style="list-style-type: none"> <li>➤ <b>Internal exclusion</b></li> <li>➤ Fixed term exclusion</li> <li>➤ Permanent exclusion</li> </ul>
--	--	---

## Application of Discipline

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

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

A child's ability to understand their actions and the intent behind them will be considered when implementing this policy. The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information. A child's record of behaviour is also considered. Repeated offences, or if a child is on report, will result in elevated actions from the school.

For those children with an SEND, the application of the policy takes into consideration their level of understanding and their special education need. As a result, the actions taken (including sanction applied) may differ to those outlined here in this policy. Decisions are made on a case-by-case basis with the involvement of the SEND coordinator and any other relevant bodies.

## Physical intervention

In line with the school's Positive Handling Policy, all member of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the school's Positive Handling Policy.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the headteacher and the pupil's parent will be contacted.

Violent behaviour will not be tolerated by the school and may result in internal exclusion or a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes an exclusion. Violent behaviour is defined as 'an act of physical force that causes harm'. The school understands that due to the developmental stage of primary aged children, some instances of less harmful physical behaviours occur and may not be considered extreme enough to warrant exclusion. Whether or not a behaviour is deemed violent will be determined by the headteacher.

## **Harmful Sexual Behaviours**

The school prohibits all forms of harmful sexual behaviours, including sexual harassment, gender-based bullying and sexual violence. To establish whether a child's behaviour can be categorised as sexually harmful, the school utilises [Hackett's \(2010\)](#) continuum model which demonstrates the range of sexual behaviours presented by children and young people, from those that are normal to those that are highly deviant: normal, inappropriate, problematic, abusive and violent.

The school responds promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of harmful sexual behaviours will be determined by the nature of the case, the ages and needs of those involved and any previous related incidents. The school attempts to establish the understanding and intent behind actions due to the developmental stage of primary age children.

## **Prohibited items, searching pupils and confiscation**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. The prohibited items are:

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

All members of staff can use their power to search without consent for any of the items listed above.

The headteacher and other authorised members of staff are permitted to use reasonable force when conducting a search without consent for certain prohibited items.

## **Behaviour off school premises**

Pupils at the school must agree to represent the school in a positive manner, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises when the pupil is:

- Wearing school uniform

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

Staff may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

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

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.

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

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

### **Monitoring and review**

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

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is February 2024.

### **Confirmation the Policy for Behaviour in respect of Gresham Primary School has been agreed, approved and ratified by the Governing Body:**

Signed by:

Chair of Governors: ..... Date: .....

Headteacher: ..... Date: .....

Approved at the Governing Body Meeting on: