



Turning  
Potential  
Into  
Success

# Honeybourne Primary Academy

Turning Potential

## Promoting Positive Behaviour and Relationships Policy

<b>Approved by:</b>	Dominic Davis	<b>Date</b>	June
		<b>:</b>	2023
<b>Last reviewed on:</b>	June 2023		
<b>Next review due by:</b>	July 2024		

## **This policy will set out the children's rights as set out in:**

Article 28 of the UNCRC which states;

*'Every child has the right to an education. Primary Education must be free and different forms of secondary education must be available for every child. Richer countries must help poorer countries achieve this. **Discipline in schools must respect children's dignity and their rights.***

Article 29 of the UNCRC which states;

*'**Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own cultures and the environment.***

Through this vision we adhere to:

*Teacher Standard 1*

### **Set high expectations which inspire, motivate and challenge pupils**

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

*Teacher Standard 5*

### **Adapt teaching to respond to the strengths and needs of all pupils**

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development

*Teacher Standard 7*

### **Manage behaviour effectively to ensure a good and safe learning environment**

- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

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

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

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

In addition, this policy is based on:

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

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

## **AIMS**

"The ability to form meaningful relationships is fundamental to mental-health and happiness. It's the quality of contact we have with other people that is arguably the most important determining factor in our quality of life. We can only truly develop ourselves through relationships with others." (TISUK 2019)

Our aim is to enable our children to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that children engender a love of learning and the desire to continue to learn. As educators, we are fair, flexible, trustworthy, respectful and model positive relationships; this we believe is when pupils best achieve and develop their independency and love to become a successful learner. We aim to give our children every opportunity to succeed. Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to consistently high level of children achievement and attitude.

## **Rationale**

At Honeybourne Primary Academy we strive for excellence and believe that

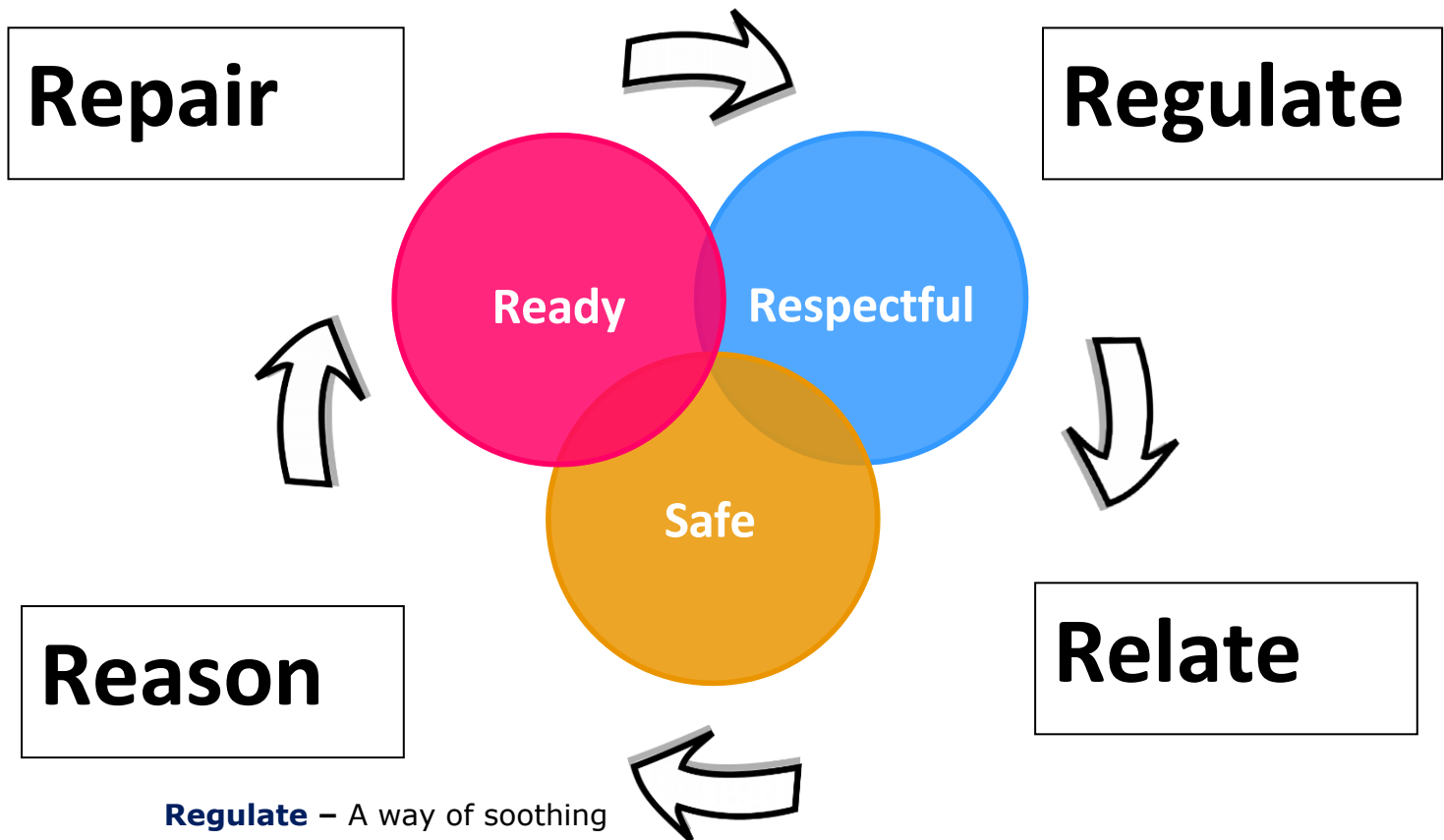
through a culture of support and guidance, which is fair and restorative, children will develop and reach their fullest potential. It is the belief that every child should be given 'Unconditional Positive Regard.' Through research, evidence and trauma informed practice, staff are able to guide and lead pupils effectively. The aims, ethos and values are outlined in this policy. It is our aim is to support children, with particular focus on helping them with understanding their behaviour and how that can change over time. It is recognised that this may take some time, but more importantly, for this to happen, an enquiry approach is necessary to fully understand the behaviour and child. Staff need to understand the children and get to know them on many levels; it is necessary to identify and understand insecure attachments, effects of trauma (including LAC and PLAC) and SEND to maximise positive steps and positive outcomes. Furthermore, it is recognised that in order to fully meet the needs of pupils, of which many present with complex needs, it is a necessity that the school is attuned, attachment friendly and nurturing (Wall; 2018).

It is integral that work is carried out to co-regulate behaviours, but also to provide the skills for children to identify their own need and to educate them and upskill them in order to self-regulate and allow for positive changes.

We place relationships and children's sense of safety and security at the heart of classroom management and encourage nurture, warmth and empathy, even when a child is presenting with behaviours that feel challenging. The sense of community and belonging is all important and we take individual circumstances into account.

We believe we should show respect, kindness and consideration for others; we should cooperate and work together harmoniously, we should be thoughtful, responsible, helpful and appreciative in all we do.

At Honeybourne Primary Academy we use Louise Bomber's model of restorative behaviour and follow the four steps of Regulate, Relate, Reason and Repair.



**Regulate** – A way of soothing

**Relate** – A way of connecting

**Reason** – A way of reflecting

**Repair** – A way of re-connecting

### **Positive Relationships**

All staff are responsible for adhering to positive practice that promotes a pupil's ability to engage in, and access their learning. This is based on the understanding that pupils best achieve, develop and reach their true potential when staff are; fair, flexible, trustworthy, respectful, and model positive relationships. It is the expectation at Honeybourne Primary Academy that all staff, regardless of role act in this way.

Our school is invested in promoting positive relationships between all stakeholders. We have a specially trained Trauma and Mental Health Informed Practitioner (EAA) and an Emotional Literacy Support Assistant (ELSA) who support children who are identified as requiring additional support. This support may be offered in 1:1 sessions, in class or in small groups. Our aim is to support children to make sense of their experience, find ways to manage their emotions and feelings and ensure that they maintain the capacity to learn, despite difficult events that may happen for them.

Therefore, our school is invested in supporting the very best relational health

between:

- Parent(s)/carer and child
- Pupil and pupil
- Pupil and school staff
- Parent/carers and school staff
- School staff
- School staff and senior leaders
- Pupils, parent(s)/carer and other agencies
- School staff and external agencies

We aim to increase our staffs' understanding in nurturing attachments and the PACE (Playfulness, Acceptance, Curiosity, Empathy) approach (Hughes, 2015). This means that our pupils are met with a warm emphatic, playful and curious staff team that will enable them to move out of flight/fight or freeze and into relationship and trust.

As a school we ensure that interactions with pupils, their families/carers, other agencies and each other are socially engaging not socially defensive

### **Emotion Coaching**

At Honeybourne Primary Academy we adhere to the 'Emotion Coaching' approach. We recognise that **all behaviours tell us something**. Emotion coaching is an approach that uses situations of heightened emotions to teach children about their emotions. In doing so, it helps children to 'understand the different emotions they experience, why they occur and how to handle them' (Gottman, 1996). Emotion coaching is built on the foundations of close, caring and empathic relationships. The central idea is that we take time and opportunities to 'connect' with our children before we 'correct' them.

At Honeybourne Primary Academy we follow the steps of Emotion Coaching as set out below:

Notice behaviours, label emotions, listen with empathy, and explain to children that all feelings are ok.

- Recognise behaviour as communication
- Emotions are normal things to experience
- Stay calm and listen, be patient
- Look for verbal and physical emotional cues of how a child is feeling
- Provide empathic responses: '*I wonder..., I notice..., I can see..... , It's ok to feel...'*
- Help children make links between what has happened and how they feel.

## Zones of Regulations

At Honeybourne Primary Academy we use the Zones of Regulations approach which is a cognitive behaviour approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach children to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

### The Four Zones: Our Feelings & States Determine Our Zone

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, distress, or fear when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the 'fidgets', or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but our curriculum focuses on teaching children how to manage their Zone, based on the environment and people around them.

## Golden Charter

At Honeybourne Primary Academy we believe in establishing and building shared values for a rights respecting classroom. A charter is a visual document that establishes an agreed set of rights-based principles upon which relationships can be based and which provide a language for shared values between adults and children. This supports a positive learning environment for children and young people in the classroom, across the whole school, in the playground or in other areas within the school context.

## Choice and consequences

We promote fairness and restorative principles across our academy, we are child-centered and inclusive. We have an approach which is built around positive relationships between staff and children as well as children and peers. Additionally, we aim to enable all pupils to have the ability to understand their own behaviour, to self-regulate and build positive relationships within and out of

our academy. Positive recognition is used sincerely and purposefully, thereby encouraging and reinforcing the behaviour we want to see.

## **Reward Systems**

Within our academy, we promote team building and to respect and value our school ethos without the need for physical rewards. However, we understand that it is also important to recognise when children have shown exemplary behaviours or attitudes to their learning. This is done in the following ways:

Individual Rewards:

- Praise, positive eye contact, gestures etc.
- A note home from the teacher to praise their work
- A positive phone call or email home
- Displaying the pupil's work and achievements in communal areas and the classroom
- Stickers
- Instant recognition of achievement within the class
- Reward certificates
- Class dojos
- Spontaneous peer group praise
- Sharing good work and or behaviour with other professionals
- Additional responsibilities
- Postcard sent home from the headteacher
- Joining the headteacher for 'Hot Chocolate Friday'
- Messages on seesaw
- Golden time

This list is not exhaustive and teachers have flexibility to personalise rewards for individuals and classes.

As an academy we are constantly finding out which rewards will work best for our children. This personalised approach shows children that the adults in school care for them as individuals and that they are celebrated for their uniqueness.

House Points

All children are members of one of four houses – Griffin, Phoenix, Wyvern and Pegasus. Each week house points are awarded, collated and recorded. Children primarily win house points through obtaining certificates in our reward assemblies. A house cup is given for the house whose house achieves the most points over the academic year. There are also a range of competitions that take place across the year (including sports, arts and music) when children can earn additional house points.

Class Dojo Rewards

Dojo points are awarded in recognition for kindness, attitude to learning, class contributions and an array of factors to acknowledge children's achievements. Once they complete they achieve their first 100 points they will receive a Level 1 certificate. They will then progress onto the next level and continue to reach the final level – Level 7. Children are given certificates for each level completed and a prize from Level 2 upwards!



## Work of the Week

Each week the class teacher will choose a piece of work or contribution to class that they feel needs to be acknowledged. This work is then displayed on our achievement board.

## Reward Certificates

These are awarded weekly for positive contributions in lessons, kindness, dedication in homework or class work, volunteering to help a peer or teacher, volunteering service to the school, taking initiative, showing courtesy and effort or improvement etc.

## **Honeybourne Golden Charter**

The aim of our Golden Charter is to make children's rights a real and meaningful guide to action on a day-to-day basis. This means that both the initial process of creating the and its subsequent use should be inclusive and unite the children and adults in the class. The charter develops a sense of ownership of the classroom and learning. Once developed it becomes a point of reference for the class and once signed by the teacher, support staff and children, it signifies a shared enterprise and acts as the 'social glue' which binds everyone together. It indicates that a significant part of the role of the school and the teacher is to help realise the rights of the child. Rules are something which are often externally imposed, whereas charters are democratically negotiated using an internationally agreed values framework. It is crucial during all the work on charters that staff and children fully understand that rights are unconditional; adults are duty bearers to ensure children's rights are realised. The charter is to ensure children appreciate the effect THEIR OWN behaviour can have on either providing or denying another child of THEIR OWN rights.

Our Golden Charter was written in collaboration with all children, facilitated by the Honeybourne Primary Academy Ambassadors. All children and staff have signed their class and school copy of the Golden Charter to show their commitment.

Our Honeybourne Golden Charter contains the following agreed behaviours to be considered by EVERYONE in the class to ensure ALL children can enjoy the rights identified.

#### Early Years and KS1



Be kind with our words and actions.



Always try our best.



Good listening to whoever should be talking.



Take care with our resources.



Ask for our help when I need to get to the green zone.



#### KS2



We agree to use our hands and feet with respect and care and speak to each other kindly and positively.



We agree to work hard in lessons and follow the instructions given to us.



We agree to listen carefully to whoever should be speaking and take turns to give our opinions, ideas or answers.



We agree to keep our classrooms tidy, treat resources with respect and care, and look after our school environment.



We agree to ask adults to help us when we can't self-regulate and support us with restorative conversations to find solutions.

### IMPLEMENTING SANCTIONS

At Honeybourne Primary Academy we recognise that all emotions are acceptable, **but** not all behaviours are acceptable. It must be emphasised that it is the primary responsibility of staff to deal with discipline themselves, by putting in place appropriate sanctions to restore misdemeanours. It is important that staff deal with situations to establish and develop their own relationships using restorative approaches. We encourage children to complete homework and to read at home regularly. However, we acknowledge that circumstances can be different for our children so we would never sanction a child for not completing these tasks. We will provide additional support where appropriate and will

establish positive partnerships with parents and carers to support children's learning outside of school.

Where children's actions are not in line with our agreed golden charter the following steps will be taken:

- Polite verbal reminder about the agreed Golden Charter and reinforce expectations.
- If the child's inappropriate actions continue, where appropriate children will remain in class with appropriate space and support to help them to reflect on their actions.
- Should there be no improvement, the child will spend time in another classroom to reflect on their actions before re-joining their peers in class.
- Following this, if there is no improvement then a senior member of staff will discuss with the child their actions and decide on the next steps.

It is important that children have time to consider their actions and reset ready for learning again. Following a period of improved behaviour, the above process would begin again if needed. The steps outline above will not be followed where children's actions pose a threat to the safety to themselves or others or where serious breaches of the Golden Charter occur. At all times the individual circumstances of the child are considered, discussed with the senior leadership team and where appropriate a support plan will be implemented.

### **Whole School Responses to serious breaches of the Golden Charter**

On some occasions, behaviour displayed can be challenging and pose a threat to the safety of the pupil, their peers and or staff. Honeybourne Primary Academy uses TeamTeach techniques to help reduce these risks. ALL staff are trained in TeamTeach techniques, de-escalation and promotion of positive behaviours.

In exceptional circumstances, staff may be required to intervene and take action using reasonable and proportional force using the TeamTeach techniques.

In addition to the TeamTeach techniques taught, a robust and relevant professional development programme is available for staff. Opportunities to further their own learning are provided, research and evidence-based practice is shared and staff are clear about what their role is, that their duty of care is to provide opportunities for learning. We have clear and high expectations of behaviour and continually apply Unconditional Positive Regard. Furthermore, professional development which relates to behaviour is offered on a timely basis in order to equip staff and continue to upskill the workforce in order to deal with behaviours displayed.

In the interest of all its children, staff and its community, Honeybourne Primary Academy may need to deem if a children's behaviour as wholly unacceptable. As such, they could lead to suspension or permanent exclusion. Examples of such behaviours include:

- › Repeated breaches of the school rules
- › Any form of bullying
- › Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- › Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Responsibility of the governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

### **The headteacher**

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Ensuring that staff deal effectively with poor behaviour
- › Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- › Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- › Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- › Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- › Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- › Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

### **Teachers and staff**

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

### **Parents and carers**

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate
- › Support their child in adhering to the school's behaviour policy
- › Inform the school of any changes in circumstances that may affect their child's behaviour
- › Discuss any behavioural concerns with the class teacher promptly
- › Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- › Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- › Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

### **Pupils**

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

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

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

This 'Promoting Positive Behaviour and Relationship Policy' will always be referred to but there may be a need to bypass these published steps in recognition of the enormity of a behaviour.

## **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

## **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 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 sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher/designated safeguarding lead (or deputy) 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
- › Lockers
- › 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 the serious breaches section.
- › If they believe that a search has revealed a safeguarding risk

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

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- › What happened
- › What was found, if anything
- › What has been confiscated, if anything
- › What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

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

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

### **Strip searches**

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



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

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

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

### **Communication and record-keeping**

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

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

### **Who will be present**

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

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

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

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

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

The appropriate adult will:

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

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

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

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

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

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

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

### **Off-site misbehaviour**

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

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

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

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

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

### **Online misbehaviour**

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

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

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

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or a member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

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

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

## **Internal Isolation**

If a child makes unacceptable behaviour choices or if the gravity of their single behaviour warrants such discipline, children may receive an Internal Isolation for a period of a half day up to three days. This decision will be made by the headteacher following discussions with senior leaders as appropriate.

During Internal Isolation, the child will be expected to complete their usual classwork independently, while supervised by a member of staff. In the case of the Internal Isolation, parents will be promptly informed or may be invited to a formal meeting to discuss how to encourage the positive behaviours expected in school.

## **Suspension**

The period of a suspension will depend on the nature of the incident and will be decided by the Headteacher.

When a suspension has been decided;

- Parents will be invited to school to discuss the terms of the suspension, which will be formalised in a letter and will include details of the incident and what the next steps will be. The suspension is recorded on the child's records.
- When the suspension is completed, parents and the child attend a meeting with the headteacher/senior leader to clarify the reason for suspension and reinforce behaviour expectations.
- There may be a need for a graduated integration back into the classroom.
- There may be a need for a 'Behaviour Contract' to be drawn up and agreed by pupil, parents and school. This will contain expectations that, should they be broken, may lead to a further suspension.
- The headteacher reports incidences of suspensions to the Governors.

Following an internal or suspension a Pastoral Support Plan will be arranged and support will be agreed and implemented, where appropriate.

## **Permanent Exclusion**

Permanent exclusions are rare and, as such, can be the result of a singular serious breach of the school rules and this policy, or the culmination of a series

of breaches. The decision to permanently exclude a pupil is only made after careful consideration of the circumstances that have led to that point. Governors are included in the decision process that may lead to the permanent exclusion of a child. Please refer to the Exclusion Policy for more information.

## **Attendance**

At Honeybourne Primary Academy we are committed to achieving a high level of pupil attendance. We believe that it is vitally important for the attainment, life chances and employment prospects of our young people. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Absence can also make children vulnerable to safeguarding issues, involvement with crime and anti-social behaviour.

Honeybourne Primary Academy takes a whole-school approach to maintaining excellent attendance and it is the joint responsibility of parents, children and all staff members to ensure that children are attending school as they should be. We endeavor to work with families to make sure that any problems or circumstances which may lead or be leading to poor attendance are given the right attention and appropriate support. Please refer to our Attendance Policy for more information.