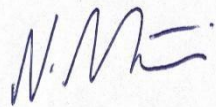
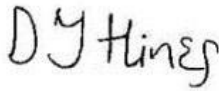


JOY LANE PRIMARY FOUNDATION SCHOOL

RELATIONAL APPROACH TO BEHAVIOUR POLICY

Draft reviewed:	November 2025
Date Agreed:	1st December 2025
Signed by Chair of Governors: Nicki Mattin	
Signed by Executive Headteacher: Debra Hines	
Date Policy to be Reviewed:	December 2026

Be Ready, Be Respectful, Be Responsible

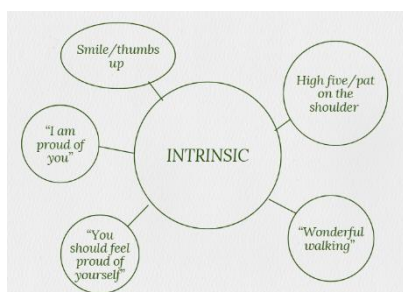
Our Philosophy

Our research-based (*Paul Dix, Tom Bennett*) behaviour policy has been designed to promote emotional literacy, responsibility and conflict-resolution skills, taking a restorative approach to working proactively with children to provide emotional closure and perspective. In this way, we seek to increase the opportunities for dialogue at every level, including all parties involved, and class Zen Zones support these interactions. This approach meets all children's needs, supporting their well-being, attention, and progress in class. Our school ethos – Ready, Respectful, Responsible – underpins our behaviour policy as we aim to teach children how to self-regulate and ultimately be 'ready, respectful and responsible' members of society. Following our numbered consequence system, children understand that there is a consequence for their actions and are supported to follow the restorative approach. Our priority is our children's and staff's safety, and our behaviour policy aims to establish strong relationships based on trust and respect. For our younger children, we have adapted the ethos to 'be kind, caring, and careful,' ensuring that our policy is taught age appropriately.



As a school, we recognise the importance and impact of developing secure relationships for all children, especially where we see children who have been affected by attachment or trauma during their lives. We understand that trauma may present in different forms and see all behaviours as a form of communication. To support children effectively, we establish the cause of any behaviours and take a shared approach to resolving a situation. Through whole-school attachment and trauma training and the 'Thrive approach', we are confident that our method across the school is consistent, and we are continuously looking at ways we can best support our children, which is reflected in our behaviour policy.

Our policy is rooted in praise, and we have many ways that we celebrate and promote positive behaviour and learning:



We also recognise that bullying, if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental well-being. By effectively preventing and tackling

bullying – online and face to face – our school can help to create a safe environment where pupils can learn and fulfil their potential. Our anti-bullying and online safety policies outline our whole school approach, which was established through our strong focus on each child's spiritual, moral, social, and cultural development (SMSC).

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school relational 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 that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) In

addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude
- Incorrect uniform ➤
Breaches of school ethos

Serious misbehaviour is defined as:

- Repeated breaches of the school ethos
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour, such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 Any article a staff member reasonably suspects has been or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil)
 - Use of mobile phones on school sites

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

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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The Executive Headteacher

The Executive 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 that 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 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 the impact of their own behaviour on the school culture and how they can uphold school ethos and expectations
 - Recording behaviour incidents promptly (see appendix 3 for a behaviour log) ➤
- Challenging pupils to meet the school's expectations.

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

5.4 Parents and Carers

Parents and Carers, where possible, should:

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

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

5.5 Pupils

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

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

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

Pupils will be supported in understanding 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 behaviour policy's evaluation, improvement and implementation.

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

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Demonstrate 'wonderful walking' around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept the consequences of their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online.

6.1 Mobile phones

➤ Mobile Phone and Smart Watch Policy for Year 6 Pupils

➤ At Joy Lane Primary School, we discourage children from bringing mobile phones or smartwatches with call or text facilities to school. However, we understand that there may be valid reasons for Year 6 pupils to carry such devices, particularly if they walk to and from school independently or need to communicate with parents/carers/guardians in the event of an emergency outside school hours.

➤ Important Considerations:

- **Risk and Responsibility:** Joy Lane Primary School does not provide insurance coverage for mobile phones or smartwatches. Consequently, any device brought to school is done so at the owner's risk.
- **Secure Storage:** Upon arrival at school, all Year 6 pupils must hand in their mobile phones or smartwatches at the main school office. The devices will be securely stored and locked until the end of the school day or after extended/extra-curricular school clubs.
- **Consent Form:** Children must bring a completed and signed application consent form when handing in their devices.

➤ Expectations for Mobile Devices:

- Devices must be **switched off** before entering the school site and remain off until the pupil has left the premises.
- Any device found turned on during school hours or used inappropriately will be confiscated.

➤ Trust and Responsibility:


This agreement requires trust between the school, pupils, and parents/carers/guardians; mobile phones should only be used responsibly and strictly as a means of communication on the journey to and from school.

➤ Cyberbullying and Misuse:

In the event of any report of unkind behaviour or cyberbullying involving a mobile device, in or outside of school hours, the school reserves the right to withdraw permission for the pupil to bring the device to school.

➤ Thank you for your understanding and cooperation in ensuring a safe and focused school environment for all.

7. Responding to behaviour

	Behaviour	Action
 1 REMIND	<ul style="list-style-type: none"> • Low level disruption of others' learning • Calling out or making inappropriate noises • Walking around classroom during input • Not on task • Squabbling • Running down the corridor 	<ul style="list-style-type: none"> • Circle on behaviour (privately) • Follow up with consequence/action For example, send back to walk sensibly, move the child to a different space, take away whatever the child was fiddling with
2 REFLECT	<ul style="list-style-type: none"> • Repetition of behaviours in section 1 • Minor defacing of school property • Lack of respect • Refusal to comply • Mildly inappropriate language • Answering back 	<ul style="list-style-type: none"> • Circle number on behaviour chart • Child encouraged to access zen zone to support self/ice regulation (taught to use resources) • Child to complete reflection sheet
3 REPAIR	<ul style="list-style-type: none"> • Showing continuous behaviour as before 	<ul style="list-style-type: none"> • Circle number on behaviour chart • Support from Key Stage Manager or staff member to have restorative conversation • Use of Thrive resources • Parent/Carer informed • My Concern
4 SEEN BY SLT	<ul style="list-style-type: none"> • Inappropriate language towards another person • Fighting/physical violence • Stealing • Minor bullying/cyber bullying 	<ul style="list-style-type: none"> • My Concern • Behaviour report or PSP • Use of Thrive profiling
5 SEEN BY EXECUTIVE HEAD	<ul style="list-style-type: none"> • Racism • Fighting/physical violence (severe) • Bullying/cyber bullying • Vandalism 	<ul style="list-style-type: none"> • My Concern • Behaviour report or PSP • Use of Thrive profiling • Agreed outcome and next steps with parent/carer • Governors informed (if appropriate)

We follow the **OPAL Play Charter** during playtimes to support positive behaviour, promote purposeful play, and ensure children have a safe, engaging and well-structured outdoor experience.

We record behaviour incidents in the following ways:

Class Behaviour Monitoring Sheet (Appendix E)

Children's behaviour in class is logged on the Class Behaviour Monitoring Sheet using a numbered system from 1-5. See 'Classroom Consequences' table for how to follow this system.

Personal Behaviour Report (Appendix G)

A child could be placed on a Behaviour Report for any of the following reasons:

A serious incident

Bullying

Continuous disruption (in class or on the playground)

The teacher can choose to put the child on report in order to improve the areas of behaviour causing concern or this may be decided by a member of SLT after a serious incident. Parents must be contacted if their child is to be put on behaviour report.

My Concern

Report all incidents and parent contact on My Concern. Reflection sheets to be uploaded to My Concern.

Reflection Sheets

Following a restorative approach to resolving conflict, the reflection sheets allow children to reflect on their actions and acknowledge their impact, taking steps to put it right. These are uploaded to My Concern.

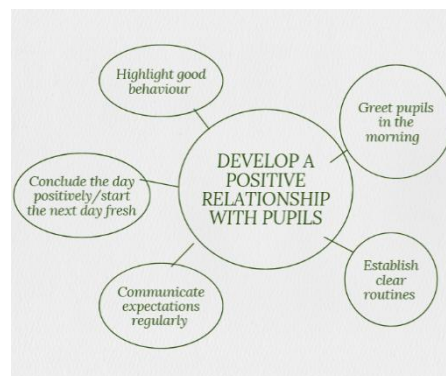
Pastoral Support Plan (Appendix J)

A PSP should be written following any recurring serious incidents or any school exclusions. This is devised in partnership with parents/carers.

7.1 Classroom management

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

- Create and maintain a high-quality environment that encourages pupils to be engaged
- Display and teach the behaviour ethos in their classrooms
- Develop a positive relationship with pupils, which may include:



7.2 Safeguarding

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

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

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

7.3 Responding to good behaviour

When a pupil's behaviour meets or exceeds the expected behaviour standard, staff will recognise it with positive recognition and reward. This allows 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 intrinsic or extrinsic rewards.

7.4 Responding to misbehaviour

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

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

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

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

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

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

- A verbal reminder of the expectations of behaviour
- Use of 'Zen Zone'
- Non-Punitive action (take away the toy they are fiddling with, ask them to go to the back of the line, move seats)
- Setting of written tasks such as an account of their behaviour
- Work in different class
- Loss of privileges (part of their free time)
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Use of Thrive profiling
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence Incidents

of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 SLT to try to 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 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, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or 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 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/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 happens, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether 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 the school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical well-being and the risk of not recovering the suspected item.

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

Once the police are on school premises, they are solely responsible for deciding whether to conduct a strip search. The school will advocate for the safety and well-being of the pupil(s) involved. Staff have a duty of care to the pupil involved and should always advocate for the pupil's well-being.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether 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/carers, 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 information about the role of the appropriate adult).

A staff member will always inform the pupil's parents/carers once a strip search has taken place. The school will keep records of strip searches 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 a 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, the appropriate adult will record and sign the pupil's decision.

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, entitlements 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 requests explicitly an adult who is not of the same sex

No one of a different sex will be permitted to be present except for an appropriate adult if the pupil specifically requests it. 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 whether an early help intervention or a referral to children's social care, in addition to pastoral support, 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 consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied when a pupil has misbehaved off-site while 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 imposed on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will assess 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 senior leadership team will make the report.

The school will not interfere with any police action. However, the school may continue to follow its own investigation procedure and enforce sanctions if they do 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' it may seem.

The school's response will be:

- Proportionate
 - Considered
 - Supportive
 - Decided on a case-by-case basis
- The school has procedures to respond to allegations or concerns regarding a child's safety or well-being. These include clear processes for:
- Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

1. Manage the incident internally
2. Refer to early help
3. Refer to children's social care
4. Report to the police

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 and whistle blowing policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Stay in at playtimes

Pupils can be asked to stay in during break times.

The school will decide whether informing the pupil's parents/carers is necessary.

When imposing this sanction, the school will consider whether doing so would:

- Compromise the pupil's safety and well-being

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may temporarily remove the pupil from the classroom.

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

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

Removal can be used to:

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

A staff member supervises pupils removed from the classroom and will be removed for a time agreed by SLT or Phase Leaders.

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

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

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

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

- Meetings with class teacher, parents, SENDco, Phase leaders or SLT.
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Adaptations to curriculum
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

8.3 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or persistent poor behaviour that has not improved following in-school sanctions and interventions.

The headteacher will decide to suspend or exclude and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND impacted an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will consider the specific circumstances and requirements of the pupil.

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

Adjusting seating plans

Adjusting uniform requirements for a pupil with sensory or medical needs.

Training for staff to understand different SEND

Use of separation spaces such as zen zones or nurture rooms.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to

behave aggressively due to their particular SEND. If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess whether a sanction is appropriate and, if so, whether reasonable adjustments need to be made.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether the pupil has any underlying needs that are not currently being met.

Where necessary, specialist teachers, educational psychologists, medical practitioners, and/or others will also be sought for support and advice to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create and review the plan regularly.

9.4 Pupils with an education, health and care (EHC) plan

The provisions in the EHC plan must be secured, and the school will cooperate with the local authorities and other bodies.

If the school is concerned about a pupil's behaviour with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

- Reintegration meetings

- Personal behaviour plan
- Support from SENDco
- Effort to restore and repair relationships

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

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

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

Each Friday, a member of the Inclusion team/SLT collects the class behaviour monitoring sheets.

A report is produced (Appendix F) showing the children who raise a serious concern or display low-level concerns for several weeks.

SLT discuss behaviour as a standing agenda item in weekly meetings.

The weekly report is then sent to SLT and Phase Leaders who will action as appropriate.

SLT / Phase Leaders to annotate weekly report with actions taken and date.

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and parents

The data will be analysed every week by Ryan Rogers and SLT.

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 ensure 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 address them.

13.2 Monitoring this policy

The headteacher will review this behaviour policy at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). The policy will be approved by SLT and the governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

Appendix 1:

JLPS Statement of Behaviour Principles

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to produce and frequently review a written statement of general behaviour principles to guide the Executive Headteacher and Leadership Team in determining measures to promote good behaviour and discipline amongst pupils.

The document 'Behaviour and Discipline in Schools – Guidance for Governing Bodies' (DFE July 2013) and 'Behaviour in Schools: advice for headteachers and school staff' (DfE Sept 2022) have also been used as reference, in producing these principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Executive Headteacher. The purpose of this statement is to give guidance to the Executive Headteacher in drawing up the Relational Approach to Behaviour Policy so that it reflects the shared aspirations and beliefs of Governors, staff and parents/carers for the pupils in the school as well as taking full account of law and guidance on behaviour matters.

The school Relational Approach to Behaviour policy is publicised, in writing, to staff, parents/carers and pupils at least once a year. It is published on our school website.

Joy Lane Primary School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our pupils. Our school vision, values and ethos underpin our rules, relationships, curriculum and policies.

Our Vision

A Love of Learning, for Life, for All

Our Values and Ethos

Be Ready; Be Respectful; Be Responsible

We believe

- Joy Lane Primary School is an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Our school environment should be equitable and strategic in removing barriers that may prevent individuals from protected characteristics, specific backgrounds and circumstances from achieving their full potential and feeling valued.
- All pupils, staff, visitors and other members of the school community have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- Every pupil should be educated in an environment where they feel valued, listened to and respected
- All pupils should be encouraged to be accountable for their actions and the potential impact on themselves and others
- Consequences should enable a pupil to reflect on and learn from a situation and to make reparation wherever possible.
- Pupils should be supported to build self-discipline, empathy and emotional resilience through the development of strong self-regulation systems.
- Adults in school should model, maintain, encourage and promote positive behaviour and the principles of fairness and justice.
- High expectations for positive behaviours and attitudes towards learning provide the foundations for our pupils to become confident, resilient and self-assured learners.
- We strive to work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.
- Exclusion from school is a last resort.

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

We subscribe to the six principles (linked to theory) of the Thrive Approach:

1. We understand that behaviour communicates unmet needs and can separate the child/young person from their behaviour.
2. We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
3. We provide containment, predictability and routine to build a sense of safety in the emotional and physical environment.
4. We encourage children/young people at our setting to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
5. We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
6. We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children/young people to develop robust stress-regulation systems and therefore the skills of self-control, empathy and emotional management.

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

Appendix 2: Oysters SRP Behaviour Policy

Oysters SRP Behaviour Policy

All children accessing mainstream learning are expected to follow the same behaviour expectations as their peers through the implementation of the whole school policy across the school.

We believe there should be a strong emphasis on giving praise and positive feedback for both, work achieved and good behaviour, whether in Oysters or integrating into the mainstream. This fits into our whole-school policy of positive reinforcement, giving attention and encouragement to all pupils for good choices, achievements, and co-operative working in order to motivate them to strive to be their best selves.

'Be Ready, Be Respectful, Be Responsible'

We will...

- use, implement and embed positive strategies to promote expected behaviours wherever possible. Staff will personalise approaches according to individual needs to help celebrate the successes of all our children when working towards these expectations.
- coach children through social difficulties and help them develop their social problem-solving skills. This may be through providing structure within unstructured times, modelling turn-taking and conversation and using 'reflection' to help individuals understand the concept of cause and effect.
- recognise that our children require additional help and support in recognising, reading and understanding the range of feelings they experience. Emotional Literacy will be embedded into the school day, providing regular opportunities to reflect on a range of emotions. Children will be taught to recognise these feelings through considering how their 'body feels' during key events/situations. They will be encouraged, through the use of the 5-point scale, to talk about their feelings and begin to identify strategies in helping selfregulation.
- Through reflection, support children in understanding that all actions have a consequence.
- ensure all our children feel safe in their environment, be it in Oysters or the mainstream setting. This will be supported through the strong relationships built between the children and their key adults, who are carefully matched.
- work with parents/carers when behaviour becomes problematic to identify the cause and aim to find a solution together. Where this does not work, we will seek further advice from professionals within their fields for guidance and support.
- be pro-active in supporting children's behaviour through the implementation of personalised strategies such as using visual timetables, the 5-point scale, specific praise, visual resources, rewards, sensory breaks and Active Listening.
- be consistent in the approach taken to address undesired behaviours, be this through the whole school policy or, where appropriate, individual behaviour plans. If appropriate, reprimands need to be as private as possible. At times, it may be necessary to discuss an issue with pupils in front of others, but staff should show sensitivity and allow pupils the respect, space and opportunity to change behaviour without losing face.
- ensure, as much as possible, children be given time to address any issues on the same day as the incident occurred.
- follow the whole school policy as guidance on managing inappropriate behaviours whilst considering their individual needs.

Positive Handling

Joy Lane Primary School follows the LEA and national guidelines on positive handling and uses the PROACT-SCIP (**P**ositive **R**ange of **O**ptions to **A**void **C**risis (Situations) using **T**herapy techniques- **S**trategies for **C**risis **I**ntervention and **P**revention) UK Approach, a recognised intervention strategy which promotes de-escalation,

diversion and diffusion to prevent violence and reduce the risk of injury. All staff are given training and refresher courses at regular intervals.

All parents, carers and pupils are informed of our policy at initial consultation. There are occasions when pupils are putting themselves or others at risk of harm and, as a last resort, physical intervention has to be employed for the safety of the child or others.

PROACT- SCIP involves the positive application of physical intervention to overcome moderate resistance, guiding and directing a person's free movement. The paramount purpose of this application should be to safeguard the person, other people, or to prevent significant damage to property. Each Positive Handling incident follows the principle of minimum force, least intrusive and least restrictive, for the shortest amount of time.

The overriding principle adopted by the school relating to positive handling is that the best interests of the child take precedence over every other consideration.

Protocols are in place in Positive Handling practice which reduce the length of time that physical interventions are applied, by offering choice at regular intervals. Often the introduction of a new, uninvolved person serves as a positive turning point, where the perceived or real focus of anger is removed.

Individual pupils who are more likely to be involved in physical interventions are identified and a Behaviour Management Support Plan is then developed.

Immediately following a significant event, parent/carers are informed by a senior member of staff and offered a meeting where the antecedent, behaviour and consequences are discussed.

A Serious Incident form is completed immediately following any episode where aggressive or violent behaviour has occurred, completed by the members of staff who were present during the incident. Each completed form is seen and signed off by the Oysters Phase Leader and then held centrally in the Inclusion Office, with a second copy placed in the child's file. It is analysed termly to identify key issues and to address what strategies can be amended or introduced to reduce these incidents.

Appendix 3 – Joy Lane Primary School Ethos Poster



Joy Lane Primary School

Are you ready?

Are you being respectful?

Are you being responsible?

1. Remind



2. Reflect



3. Repair



4. Senior Leadership Team



5. Executive Head

SOOTHED, SAFE, SECURE

Appendix 6 – Let's Reflect sheets



Self-reflection



Name _____

What choice did I make?



How did I feel?



What would be a better choice?



Self-reflection



Name _____

What choice did I make?



What would a better choice be?




How can I make it right?




Which value should be my target?







How can I be a Reflecting Rhino?




Check progress






Stay calm




Correct mistakes

How do you feel  this week has gone?

What was your  favourite moment of today/ this week?

What do you think  you could  improve upon for next week?

What are you looking  forward to next week?

Appendix 7 – Exclusion

SUMMARY OF EXCLUSION PROCEDURES

Permanent Exclusions

When a pupil is permanently excluded the Executive Headteacher will:

- inform the pupil's parents immediately of the exclusion, the reasons for it and the parents right to make written and oral representations to the Governing Body and the LA;
- make arrangements on behalf of the Governing Body for an exclusion meeting to be held within 15 school days;
- contact the Exclusions officer to arrange a date when he/she can attend;
- send to the Exclusions officer a copy of the letter(s) sent to parents and a copy of completed form X1;
- continue to provide work for the pupil and to monitor progress.

If, at the exclusion meeting, the Governors decide to reinstate the pupil, it is for the school to notify the parents. If the Governors decide that the exclusion should stand, the LA will inform the parents explaining the Governors' decision and the LA's reasons either for directing the school to reinstate the pupil or for supporting the Governors' decision to exclude. The parents and the Governors both have the right to appeal. The pupil's name will remain on the school roll until the appeals procedure is completed, or until the time for appeal has expired without an appeal being lodged, or earlier if the parents give notice in writing that they accept the exclusion.

Fixed Term Exclusions

Fixed term exclusions are limited to a maximum of 45 days in a school year for any pupil. The Executive Headteacher has a duty to inform, without delay, the parents of the exclusion and the reason for it. Notification should be in writing following oral notification if this is appropriate. The Head must inform the parents that they may make representations about the exclusion to the Governing Body and/or the LA.

The Executive Headteacher must inform the LA of the exclusion by completing form X1. The Governing Body should also be made aware of all exclusions. If the parents give notice that they wish to make representations the Governing Body should arrange to meet them as soon as possible. Parents should have the opportunity to make written and oral representations and may be accompanied by someone of their choice to assist them at the meeting. Care should be taken to ensure that this meeting is not confused with the formal appeal following a permanent exclusion. The decision of the meeting and the reasons for it should be conveyed to the parents without hesitation.

It may not be possible to arrange a meeting before the end of the exclusion period but parents may, nevertheless, find it valuable. Following the meeting, a report card will be given (see appendix 7 as examples) to monitor the behaviour for the following week by SLT and praise where appropriate.

Internal Exclusions

An internal exclusion is the severest school-based sanction, without actually excluding the child. A standard letter is sent to the parents informing them of the decision to internally exclude, citing the reasons. The child should be delivered to the school office in the morning and collected from there at the end of the day. They will not be permitted to spend any time with their peers during that time, including the lunch period. A member of the SLT will monitor the child throughout the day during which they will be expected to complete work.

Appendix 8 – Pastoral Support Plan

Pastoral Support Plans are now completed online using Provision Map software. Any overview of headings can be found below.

Name:	DOB:	School:	
PSP co-ordinator:	Date of PSP:	Review dates:	End date:
Those involved in planning:			
What are the persistent inappropriate behaviours?			
Where is the behaviour occurring?			
Classroom	Dining Hall		
Playground	Corridor		
How frequently is the behaviour occurring?			
Where/when is the behaviour occurring less?			
Factors affecting behaviour: (learning, language, physical, outside school issues)			
Pupil profile			
Likes:			
Proactive school support			
Reactive school support - agreed responses to inappropriate behaviour			
Use records to analyse behaviour and support further planning (to use ABC chart).			
Parental commitment			

Appendix 9- Thrive Strategies



Thrive: Vital Relational Functions

Attune	Match the child's energy using your body, face and voice.	"Oh wow! I can see your face is red and your fists are clenched."
Validate	let the child know it's OK to have the feeling.	I'm wondering if/ imagining that/ noticing that you might be feeling sad/ cross/ frightened/ excited. If that had happened to me, I would feel that way too."
Contain	be alongside as a helpful, supportive adult.	"I can see this is tricky for you and I will keep you safe." Break things down into manageable chunks, e.g., "First, we will..."
Regulate	Sooth or stimulate the child back to social engagement	"Let's breathe together until you feel calmer."