

# Behaviour Policy Including EYFS



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## **Introduction**

At Dallington School our community is based upon respect, good manners and fair play. The school treats everyone as an individual and allows children to grow and develop into well-rounded and confident individuals. This means giving them space to navigate their childhood without fear of being judged in a non-negotiable manner. We trust them because we ultimately want them to trust us. Behaviour is not an exact science, as we know, every child is different and has different needs at different times. Therefore, we aim to negotiate and support them within the framework of certain behavioural standards and principles, which respect the values of the school. Promoting the emotional well-being of all our children is key to their development and we work hard to provide a safe school where each student feels included in every aspect of school life and confident to voice their opinions. We believe that good relations and a secure learning environment play a crucial part in the development of intellectually curious children, who are motivated to become life-long learners.

This policy outlines certain expectations from all our children in terms of their behaviour, and the strategies that will be put in place to support them in reaching these expectations. This may include sanctions where necessary. It extends to all members of our school community. Good behaviour and self-discipline have strong links to effective learning, and are vital for children to carry with them during their time at Dallington School and beyond.

This policy applies to all children in the school including those in our Early Years Foundation Setting (EYFS).

### **1. Aims**

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### **2. Legislation, statutory requirements and statutory guidance**

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#) □

[Behaviour in schools: advice for headteachers and school staff 2022](#)

□ [Searching, screening and confiscation: advice for schools 2022](#)

□ [The Equality Act 2010](#)

□ [Keeping Children Safe in Education](#)

- ▢ [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

### 3. Definitions

**Misbehaviour (Low-Level to High-Level Disruptive Behaviour)** is defined as: Not

- ▢ following instructions
- ▢ Unkind remark, word/s
- ▢ Calling out or talking inappropriately
- ▢ Snatching/not sharing
- ▢ Minimal effort with lesson Inappropriate
- ▢ language
- ▢ Overly rough/physical (pushing, shoving)
- ▢ Breaking property (unintentional)
- ▢ Swearing
- ▢ Minor breach of E-Safety Agreement such as using someone else's login Undermining
- ▢ others
- ▢ Impulsive physical outburst
- ▢ Breaking/damaging property (intentional)

**Serious Misbehaviour (Continued High-Level Disruptive Behaviour or a Serious Incident)** is defined as:

- ▢ Repeated breaches of the school behaviour expectations
- ▢ Any form of bullying
- ▢ Sexual violence or harassment, including sexual comments or jokes (see section 7.10)
- ▢ Serious breach of E-Safety Agreement such as sending offensive messages, accessing inappropriate websites, online sexual harassment (unwanted sexual comments and messages, sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content)
- ▢ Vandalism
- ▢ Theft
- ▢ Fighting
- ▢ Smoking
- ▢ Racist, sexist, homophobic or discriminatory behaviour Possession of
- ▢ any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs

- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Appendix 1, Dallington Behaviour Chart, outlines 4 degrees of misbehaviour with examples, and the actions that need to be taken by staff.

#### 4. Bullying

**Bullying** is defined as behaviour by an individual or group, repeated over time that intentionally hurts another individual or group, either physically or emotionally and often involves an imbalance of power between the perpetrator and the victim.

Bullying is, therefore: Deliberately

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

Bullying can include:

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy. [click here](#)

## **5 Roles and responsibilities**

### **The Governing Board**

The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head to account for its implementation.

### **The Head**

The Head 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 praise and sanctions are applied consistently to all groups of children
- 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 expectations and routines, and how best to support all children 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 and Child Protection Policy to offer children both sanctions and support when necessary
- Ensuring that the data from the pastoral and behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

### **Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for children
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering the impact of their own behaviour on the school culture and how they can uphold school expectations
- Recording behaviour incidents promptly (see section 7.4)
- Challenging children to meet the school's expectations

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

## Parents and carers

The School expects parents to support the School's values in matters such as attendance and punctuality and behaviour and conduct. 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
- ☐ Adhere to the School's Attendance Policy ([link](#))

**Unexplained Absences:** We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

Please note that it is usually the School's policy not to allow holiday to be taken during termtime unless in exceptional circumstances.

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 or attendance issues.

## Children

Children 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 expectations and routines
- ☐ The praise or recognition they can receive 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

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

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

Children 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 children who are mid-phase arrivals.

## **6. School behaviour expectations**

Dallington School's approach is to enable children to understand and take personal responsibility for their actions, through the development of relationships and responsibility rather than through imposed discipline. Day-to-day rules and regulations are kept to a minimum and those in place are there to ensure that the school remains a safe environment where learning can take place unimpeded.

Dallington School's ethos promotes the attitudes and values necessary for individual students to contribute positively to their own personal development and to that of the school. It aims to encourage good behaviour and work in a positive and constructive way using strategies such as verbal and written praise, which is descriptive. The Leadership Team (LT) and the teachers frequently acknowledge students' good behaviour and reinforce their efforts. There is an emphasis on achieving positive behaviour through intrinsic (self) motivation rather than extrinsic (external) rewards. The aim is for a proactive rather than a reactive approach.

Activities such as Assemblies, Circle Time PSED in Early Years and PSHE/RSE lessons provide opportunities to reinforce the principles of self-respect and respect for others and the balancing of rights and responsibilities. The promotion of positive self-esteem is essential in enabling children to feel valued and respected. In addition, the school's student council provides children with an opportunity to be involved with school decisions as well as giving the children a sense of ownership and responsibility.

Dallington School Expectations:

- Be gentle
- Be kind and helpful
- Be cooperative
- Be honest
- Work hard
- Listen to others
- Look after property

This is a child-friendly agreement designed to encourage positive behaviour and self-discipline. Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum.

### **Mobile phones**

Children are not permitted to use mobile phones at any time during the school day. If it is absolutely necessary to bring a phone to school for contacting parents, then mobile phones must be kept in school bags until the end of the school day.

## **7. Responding to behaviour**

### **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 stimulating environment that encourages children to be engaged
- Co-construct an agreed class set of behaviour expectations and display these in the classroom
- Develop a positive relationship with children, which may include:
  - Greeting children in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### **Safeguarding**

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

We will consider whether a child'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 safeguarding and child protection policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our Safeguarding and Child Protection policy for more information. [click here](#)

### **Responding to good behaviour**

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

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

Positive behaviour will be rewarded with:

- Verbal descriptive praise
- Descriptive praise communicated to parents via a phone call or written correspondence
- Positions of responsibility, such as being entrusted with a particular decision or project □

Whole-class or whole-school rewards, such as a popular activity

### **Responding to misbehaviour**

The school adopts a restorative approach to misbehaviour, which provides children with an opportunity to reflect and learn from their actions (see appendix 1 for an example of restorative questions – to be adapted depending on the child's developmental stage).

When a child'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 expectations, and by responding in a consistent, fair and proportionate manner, so children know with certainty that misbehaviour will always be addressed.

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

All children 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 child to help them to meet behaviour standards in the future.

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

- A verbal reminder of the expectations of behaviour
- Child moved to another area for reflection or de-escalation
- Expecting work to be completed at another time
- School-based community service (sanction will link to misbehaviour e.g. tidying a classroom if the child purposely made a mess)
- Referring the child to a Leadership Team member
- Phone call home to parents
- Agreeing a behaviour plan
- Temporary removal of the child from the classroom
- Temporary removal from school
- Permanent exclusions, in the most serious of circumstances

Appendix 1, Dallington Behaviour Chart, outlines 4 degrees of misbehaviour with examples and the actions that need to be taken by staff. Staff report degrees 2 – 4 to the Head, Pastoral Mentor or SENCO verbally and by emailing [pastoral@dallingtonschool.co.uk](mailto:pastoral@dallingtonschool.co.uk). These incidences, along with any other pastoral concerns, including attendance, are then uploaded to the school pastoral and behaviour log. The pastoral and behaviour log entries are discussed weekly with the Head, Pastoral Mentor and SENCO in order to identify patterns or trends and to establish appropriate actions to support the child/children in the school. In addition, the Head creates a regular report for further analysis and for sharing with the Governing Board.

Personal circumstances of the child 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.

Dallington School does not permit either the use or threat of corporal punishment under any circumstances. Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Child Protection and Safeguarding Policy.

## Reasonable force

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

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

## Confiscation and searches

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please see appendix 2 for more detail.

## Off-site misbehaviour

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

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

Sanctions may also be applied where a child 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 child
- ☐ Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child 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 children for online misbehaviour when: ☐ It poses a threat or causes harm to another child

- ⌞ It could have repercussions for the orderly running of the school
- ⌞ It adversely affects the reputation of the school
- ⌞ The child is identifiable as a member of the school

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

### **Suspected criminal behaviour**

If a child 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 Head or member of the 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.

Children 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, outlined in the school's Safeguarding and Child Protection Policy, 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 Safeguarding and Child protection Policy for more information. [click here](#)

## **Malicious allegations**

Where a child 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 sanction the child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to sanction the child 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 child 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 children accused of misconduct.

Please refer to our Safeguarding and Child Protection Policy and the DFE Guidance for Dealing with Allegations of Abuse against Teachers and other Staff for more information on responding to allegations of abuse against staff or other children.

## **8. Serious sanctions**

### **Removal from classrooms**

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

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove children 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 child is being unreasonably disruptive
- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regain calm in a safe space

Children who have been removed from the classroom are supervised by the Head or a member of the Leadership Team, and will be removed for a maximum of a day.

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

Children should be reintegrated into the classroom as soon as appropriate and safe to

do so. The school will consider what support is needed to help a child successfully reintegrate into the classroom and meet the expected standards of behaviour. Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for children who are frequently removed from class, such as a behaviour plan.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the child by following the school's reporting procedures (see section 7.4).

### **Temporary removal from school and permanent exclusions**

The school can temporarily remove a child from school or permanently exclude a child in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to temporarily remove a child from school or exclude a child will be made by the Head in consultation with the Governing Body and only as a last resort.

Please refer to our Dallington School, Child Removal Procedure in appendix 3 for more detail.

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

### **Recognising the impact of SEND on behaviour**

The school recognises that children's 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 child's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from children with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

Any preventative measures will take into account the specific circumstances and requirements of the child concerned and may include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Training for staff in understanding conditions such as autism

- Use of separation spaces (sensory zones) where children can regulate their emotions during a moment of sensory overload

### **Adapting sanctions for children with SEND**

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

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND? Whether
- the child is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the child for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

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

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

When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Children with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a child with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

[sen@islington.gov.uk](mailto:sen@islington.gov.uk)

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

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

This could include:

- Reintegration meetings
- Daily contact with the Head, Pastoral Mentor or SENCO
- A behaviour plan with personalised behaviour goals

## **11. Transition**

### **Inducting incoming children**

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

### **Preparing outgoing children for transition**

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

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

## **12. Training**

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

- ☐ Restorative Practices
- ☐ How to promote positive behaviour in children
- ☐ De-escalation strategies
- ☐ The proper use of restraint
- ☐ The needs of the children at the school
- ☐ How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development. A staff training log is kept by the School's Office Manager.

## **13. Monitoring arrangements**

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

The school will collect data on the following:

- ☐ Behavioural incidents, including removal from the classroom Attendance,
- ☐ permanent exclusion and temporary removal from school incidents of
- ☐ searching and confiscation
- ☐ Anonymous surveys for staff, children, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed regularly by the Head, Pastoral Mentor and SENCO. The data will be analysed from a variety of perspectives including:

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



### ▢ By protected characteristic

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

### **Monitoring this policy**


This behaviour policy will be reviewed by the Head and the Governing Board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

### **Links with other policies and documents**

This behaviour policy is linked to the following policies/documents:

- ▢ Dallington School, Child Removal Procedure (see appendix 3)
- ▢ Safeguarding and Child Protection Policy
- ▢ Mobile phone policy
- ▢ IT acceptable use policy (found in staff handbook)
- ▢ E-safety policy
- ▢ PSHE policy RSE
- ▢ Policy

## Appendix 1: Dallington Behaviour Chart

 <b>DALLINGTON BEHAVIOUR CHART</b>				
Children's individual needs, including SEN, and developmental stage will always be considered when managing behaviour at Dallington. See the school's behaviour policy for more details				
	A	B	C	D
<b>Behaviour:</b>	Low-level disruptive behaviour	Persistent low-level disruptive behaviour Higher level of disruptive behaviour	Low-level persistent behaviour fails to improve High level disruptive behaviour	Continued high-level disruptive behaviour One off serious incident
<b>Examples:</b>	<ul style="list-style-type: none"> <li>Not following instructions</li> <li>Low level disruption</li> <li>Unkind remark, word</li> <li>Calling out or talking inappropriately</li> <li>Snatching/not sharing</li> <li>Minimal effort with lesson</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate language</li> <li>Overly rough/physical (pushing, shoving)</li> <li>Breaking property (unintentional, being careless or not respecting)</li> <li>Undermining others</li> </ul>	<ul style="list-style-type: none"> <li>Swearing (intention to make others feel inferior)</li> <li>Impulsive physical outburst e.g. biting, hitting out</li> <li>Breaking/damaging property (intentional)</li> <li>Minor breach of E-safety agreement</li> </ul>	<ul style="list-style-type: none"> <li>Throwing furniture</li> <li>Fighting/deliberately hurting others or themselves</li> <li>Bullying</li> <li>Racist or discriminatory behaviour</li> <li>Leaving premises without permission</li> <li>Stealing</li> <li>Serious breach of E-Safety agreement</li> </ul>
<b>Actions:</b>	<ul style="list-style-type: none"> <li>Teacher reminders</li> <li>Deferring</li> <li>Scripts e.g. I need you to focus like you did yesterday, thank you!</li> <li>Refer to class agreement</li> <li>Positive behaviour management</li> <li>Restorative/reflective session</li> </ul>	<ul style="list-style-type: none"> <li>See category A &amp; below</li> <li>Move to another area if appropriate (deescalate)</li> <li>Consult LT/Pastoral Mentor</li> <li>Inform parents</li> </ul>	<ul style="list-style-type: none"> <li>Move to another area if appropriate (deescalate)</li> <li>Head consulted</li> <li>Strategy meeting with relevant staff</li> <li>Meeting with parents arranged</li> </ul>	<ul style="list-style-type: none"> <li>Move to another area if appropriate (individual or class)</li> <li>Direct referral to Head</li> <li>Immediate contact made with parents</li> <li>Strategy meeting with relevant staff</li> </ul>
<p><b>Restorative Questions:</b>            What has happened?            What were you thinking at the time?            Who has been affected? How?            What needs to be done to make things right?            How can we do things differently in the future?</p>	<p><b>Follow up:</b></p> <ul style="list-style-type: none"> <li>Staff apply appropriate strategies e.g. lesson/workshop with individual, group or class</li> </ul>		<ul style="list-style-type: none"> <li>Staff apply appropriate strategies or consequence e.g. behaviour plan, community service</li> <li>LT apply appropriate range of strategies or consequences e.g. behaviour plan, temporary removal from class</li> <li>Refer to external agency for support if appropriate</li> </ul>	

**Note:** if behaviour does not improve, follow the process for the next degree of behaviour. If there is no significant improvement after this, options may include temporary removal from school or if sufficient enough, permanent removal. This decision would rest with the Head in consultation with the Governing Body

**Behaviours must be recorded by emailing:**  
[pastoral@dallington.org.uk](mailto:pastoral@dallington.org.uk)

## Appendix 2: Confiscation and Searches

### Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to the child after discussion with a member of the school leadership team and parents, if appropriate.

### Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Head, or by the Head 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 child; **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 Head, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the child. During this time the child will be supervised and kept away from other children.

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

An appropriate location for the search will be found. Where possible, this will be away from other children. The search will only take place on the school premises or where the member of staff has lawful control or charge of the child, 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 children or staff at risk
- Consider whether the search would pose a safeguarding risk to the child Explain to the child why they are being searched
- Explain to the child 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 child the opportunity to ask questions
- Seek the child's co-operation

If the child 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 Head, designated safeguarding lead (or deputy) to try and determine why the child is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the child. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the child 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.

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

An authorised member of staff may search a child's outer clothing, pockets or possessions. 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 children's possessions

Possessions means any items that the child has or appears to have control of such as bags.

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

An authorised member of staff can search a child's possessions when the child 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 child was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

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

Informing parents

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

A member of staff will tell the parents as soon as is reasonably practicable:

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

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the child 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 child'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 child/children involved. Staff retain a duty of care to the child involved and should advocate for their 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 child's parents to inform them that the police are going to strip search the child before strip search takes place, and ask them if they would like to come into school to act as the child'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 child'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 child, except in urgent cases where there is risk of serious harm to the child or others.

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

- The child 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 child's decision and it will be signed by the appropriate adult.

No more than 2 people other than the child 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 child
- ☐ Not be a police officer or otherwise associated with the police
- ☐ Not be the Head
- ☐ Be of the same sex as the child, unless the child specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the child 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 child could be seen by anyone else.

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

After any strip search, the child will be given appropriate support, irrespective of whether any suspected item is found. The child 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 child 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 child/children who have been strip searched more than once and/or groups of children 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.

### **Appendix 3: Dallington School Child Removal Procedure (Exclusions)**

Dallington prides itself on its inclusive nature and its commitment to pastoral care; as such, removal of a child from the school community is a rare event. However, it may be a necessary step in some instances due to:

- a serious one-off incident
- on-going behaviour issues which adversely impact on others in the community
- unreasonable behaviour by a parent

Grounds for removal include, but are not limited to:

- behaviour that adversely affects the academic progress of other children
- behaviour that adversely affects the well-being and/or safeguarding of one or more children
- behaviour that adversely impacts on the well-being of school staff
- bringing the school into disrepute
- behaviour that is illegal
- Behaviour that breaches school policies which include provisions for the removal of a child, including (without limitation) the behaviour and safeguarding policies
- Behaviour that is not in accordance with the obligations under the parent contract

When considering removal of a child, decisions are required to be reasonable and proportionate, and to have followed a fair process.

#### **Process/Steps**

1. If a child repeatedly receives sanctions or acts in a way that disrupts or upsets others, they will be seen by a member of the Senior Team and the child's parents will be called to a meeting to discuss the situation, with a view to implementing appropriate strategies to improve behaviour. It may also be necessary to involve other parties such as an Educational Psychologist in order to help the child and the parents.
2. If the strategies above, reinforced by a meeting with the Head and communication with the parents, fail to cause a significant improvement in behaviour, the child risks being removed from school.
3. Under the Equality Act 2010, reasonable adjustments will be made for children with special educational needs/disabilities.
4. The decision to remove a child is taken by the Head of the school, in conjunction with senior colleagues.
5. If the Head removes a child, he informs the parents immediately, giving reasons for the removal. At the same time, the Head makes the Governing Body aware of any permanent removal, and about any fixed-term removals. It is made clear to the

parents that they can, if they wish, appeal against the decision of a permanent removal of their child to the Governing Body. The school informs the parents how to make any such appeal.