



BEHAVIOUR POLICY

Date of Next Review: September 2024

Responsible Officer: Head of School

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Section 1

Introduction

The Links Primary School is part of Vision Academy Learning Trust and is dedicated to ensuring that our school environment supports the learning and the wellbeing of students and staff. Ensuring effective routines, respect and relationships are the foundations of our community and we work hard to provide a safe environment where students feel included in every aspect of School life.

This policy supports the Department for Education's 'Behaviour in schools' publication 2022 by "ensuring that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos and values" and that "pupils learn in a calm, orderly, safe and supportive environment and protect them from disruption"

The Links Primary School believes that all students should be aware of the standards of behaviour that are expected of them and take responsibility for promoting these standards. This policy outlines what we expect from all our students in terms of their behaviour, and the sanctions that will be enforced if this policy is not adhered to.

We will work with parents/carers to build effective relationships to understand their children, understanding of barriers, offering support, praise and rewards. We encourage parents / carers to communicate with the school any concerns so that we can offer any reasonable support necessary for the child.

The Links Primary School promotes good behaviour and self-discipline to ensure that our students grow into respectful, resilient and reflective citizens with the key skills to continue to progress to the best of their ability in all areas of life. We know that the strong links between effective learning and high expectations enable all students to thrive.

The school will take all reasonable measures to ensure the safety and wellbeing of all students and staff and this includes protection from bullying. We do not tolerate any form of bullying and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of students' social, emotional and behavioural skills.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how students are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

Behaviour Policy: Key Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- The behaviour policy is understood by pupils and staff with appropriate training and updates
- Staff: teachers and support staff and volunteers always set an excellent example to pupils
- Rewards, sanctions, and reasonable force are used consistently by staff, in line with the behaviour policy
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

[New] Social, emotional and mental health (SEMH) needs

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

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

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's SEMH Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

[Updated] Legislation, Statutory Guidance and Advice

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'
- [Updated] DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy online

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

Poor behaviour / misbehaviour is defined as anything that does not meet the expectations set out in school:

- Disruption in lessons, in corridors, between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school's expectations
- Refusing to follow instructions
- Swearing
- Raising your voice
- Arguing back to a member of staff
- Any form of bullying
- Sexual assault
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of prohibited items. There are:
 - Knives and weapons
 - Alcohol
 - Illegal drugs
 - Substances identified as 'legal highs'
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Other potentially harmful materials which cannot immediately be identified
 - Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
 - To cause personal injury to, or damage to the property of, any person (including the student)

Headteachers and other authorised senior staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. At The Links Primary School authorised senior staff include the Deputy Headteacher and KS2 Lead.

Staff members may use common law to search students with their consent for any item. They may:

- Ask any student to turn out their pockets
- Search a student's bag
- Require a student to remove outer clothing including hats, scarves, boots and coats
- A student's possessions will only be searched in the presence of the student, another member of staff and a member of the Senior Leadership Team, unless there is a risk that serious harm will be caused to a person if the search is not done immediately, and where it is not practicable to summon another member of staff

Bullying

Bullying is not tolerated at The Links Primary School

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

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

Bullying can include:

Type of bullying	Definitions
Emotional	Being unfriendly, excluding, tormenting, ridiculing, humiliating
Physical	Hitting, kicking, pushing, punching, taking another's belongings, any use of violence
Direct or indirect verbal	name-calling, insulting, sarcasm, indirect bullying through spreading stories or rumours or teasing someone, threats, making fun of someone's size, shape, appearance.
Racial	Racial taunts, graffiti, gestures, making fun of someone's religion
Sexual	Explicit sexual remarks, sexually abusive or sexist comments, display of sexual material, sexual gestures, unwanted physical attention or contact, comments about sexual reputation or performance, or inappropriate touching. This includes homophobic bullying.
Ability based	because of learning ability or physical ability
Cyber-bullying	Cyber bullying through the use of communication technology devices, text, email, , social media, emails or websites. This can take many forms, for example: <ul style="list-style-type: none"> • Sending abusive, intimidating or threatening text messages or emails, personally or anonymously. • Making insulting comments about someone on a website, social networking site • Making or sharing derogatory or embarrassing images of someone
Transphobic bullying	This bullying stems from a hatred or fear of people who are transgender, Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected.

Preventing Bullying

The School will:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others.
- Recognise that bullying can be perpetrated or experienced by any member of the school community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Prevent cyberbullying by educating students and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying Policy

Sexting and Searching

Definition of 'sexting'

There are several definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by or of children under the age of 18, that are of a sexual nature or are indecent.

There are many different types of sexting and these images are shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

It is important to apply a consistent approach when dealing with an incident to help protect the child, school and staff. The range of contributory factors in each case will be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

Refer to Appendix 3 for details

[Updated] Child on Child sexual violence and sexual harassment

Sexual violence and sexual harassment is not tolerated at The Links Primary School including any form of 'banter' and will challenge all inappropriate behaviour between students.

We advocate high standards of conduct between students and staff, demonstrating and modelling manners, courtesy and dignified and respectful relationships.

[New] Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

All students will follow a curriculum that addresses sexual harassment and sexual violence including sexually abusive language or behaviour, as well as having a clear reporting channel, external advice and support.

Further details are available in the Child on Child abuse policy

Roles and Responsibilities

All members of our school have certain responsibilities to support, develop and create a positive culture and climate that supports effective learning, respect for all and a safe environment.

The Trust Board	<ul style="list-style-type: none"> The Trust Board is responsible for reviewing the behaviour policy and its impact to achieving the Trust aims and objectives
The CEO	<ul style="list-style-type: none"> The CEO is responsible for consulting with the executive team and Headteachers and keeping the policy under review, that expectations and systems are in place and understood by all stakeholders
Local Governing Committee	<ul style="list-style-type: none"> The Local Governing Committee is responsible for monitoring and approving this behaviour policy, its effectiveness and holding the headteacher / Head of School to account for its implementation.
The Headteacher / SLT	<p>The headteacher/SLT will ensure:</p> <ul style="list-style-type: none"> All measures are taken to secure excellent standards of behaviour The Head and senior leaders are highly visible and engage with students, staff and parents The policy is communicated with all staff, fully embedded and adhered to Staff are trained to ensure consistent implementation of conduct, sanctions and rewards Staff are trained to support students requiring reasonable adjustments The school's environment encourages positive behaviour Staff deal effectively with poor behaviour and monitor how staff implement this policy to ensure rewards and sanctions are applied consistently. Keep accurate records: behaviour, bullying, racism, sexual harassment, homophobic etc.
Staff including teachers, support staff and volunteers	<ul style="list-style-type: none"> Be responsible for consistently applying the policy process and procedures Actively engage in all training relating to behaviour, SEN needs, adjustments, rewards etc Have high expectations of students and praise students doing the right thing Lead by example and model enthusiasm for learning and your subject Model the positive behaviour expected by students Model consistent and respectful behaviour, knowing the children and their needs Establish class routines, welcome, starter, engaging lessons, feedback and praise Meet the educational, social and behavioural needs of the students Give feedback to parents about their child's success and behaviour
Pupils	<ul style="list-style-type: none"> Be ready to learn Respect themselves and others Conduct themselves so that they and others are safe. Work hard all the time and take responsibility for their actions Support and care for each other and to treat others fairly and with respect Respect each other's property and work Listen to others, respect their opinions Behave in a way that allows other students to learn. Follow all staff instructions Follow the school rules
Parents	<ul style="list-style-type: none"> To support the school by ensuring that their child is ready to learn. Be aware of, support and promote the school's values and expectations Ensure students arrive on time each day, in full school uniform and with the correct equipment

	<ul style="list-style-type: none"> • Communicate with the school any necessary information that will help to support the education of your child • Build good relationships with the school, working together to improve behaviour difficulties • Support the school in having high expectations for behaviour, engagement and conduct • Support the homework policy
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[Updated] Staff Induction, Training and Updates

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

All staff will receive training and professional development during each academic year that will include:

- Behaviour Policy, student code of conduct, expectations, procedures, detail of sanctions and rewards
- Teachers leading expectations of classroom management and how they model this
- SEN Needs and how this is applied within the classroom to support learning and engagement
- SEN and vulnerable student reasonable adjustments to support learners

Suspensions and Permanent Exclusion

Good discipline in schools is essential to ensure that all students can benefit from the opportunities provided by education. The Government supports headteachers in using suspension as a sanction where it is warranted.' (DfE '[Exclusion from maintained schools, Academies and Student Referral Units in England 2017](#)')
Units in England 2017)

Suspensions will only be used as a last resort and issued by the Head of School or Executive Headteacher. A student can be suspended for failing to meet schools' behaviour expectations. This can include (but is not limited to):

- Persistent refusal
- Noncompliance
- Verbal/physical aggression towards a member of staff/student
- Physical violence towards a member of staff/student
- Dangerous behaviour that puts student/other students/staff at risk of harm or injury
- Bullying of staff/student
- Possession of materials as described about or prohibited by school policy

The school may bypass the sanction steps should a student's behaviour warrant such action. It may be appropriate to move a student to a higher step if behaviour is escalating or of such a serious nature.

This may mean recommending a student's is permanently excluded from The Links Primary School in response to a single, serious breach of the school rules. For example, supplying drugs on the school premises would result in an immediate recommendation of permanent exclusion.

Suspensions (Fixed Term)

- The decision to exclude a student must be lawful, reasonable and fair. The School will give particular consideration to vulnerable students before a fixed term exclusion is given
- Only the Head Teacher can exclude and it must be on the grounds of discipline. A student can be excluded for up to 45 days within an academic year.
- All children have the right to an education and the School will take reasonable steps to set work and mark work for the first 5 days of an exclusion period.
- Alternative provision for education must be made by the sixth day (known as sixth day provision). This will be provided in consultation with parents/carers, SLT, and provider
- Following an exclusion, the parent/carer will be required to attend a reintegration meeting where a plan for reducing the likelihood of further FTE will be discussed.
- Guidance can be found at www.gov.uk/government/publications/school-exclusion

Permanent Exclusion

The decision to exclude a student permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered.

The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying), persistent and serious disruption of teaching and learning across the Academy / school or repeated possession and/or use of an illegal drug on academy premises.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug (on or off the premises)
- Possession or use of an illegal drug (see Drug Related Exclusions).
- Carrying an offensive weapon.
- Arson.

The academy / school will consider police involvement for any of the above offences.

Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him." Please note: any person found in possession of an illegal weapon (e.g. knife) must be reported to the Police.

The Head Teacher and authorised staff have the statutory power to search students without consent when they have reasonable grounds for suspecting that serious harm will be caused to a person if the search is not conducted immediately. This extends to instances where a member of staff has lawful control or charge of a student

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and well-being of the academy / school.

General factors the academy considers before deciding to exclude:

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the academy / school or the student concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:
 - Ensure appropriate investigations have been carried out.
 - Consider all evidence available to support the allegations taking into any appropriate academy / school policies.
 - Allow student to give their version of events. NB. These views may be taken retrospectively.
 - Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.
- If the Head Teacher is satisfied that on the balance of probabilities the student did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision, the Head Teacher will always look at each case on its own merits. While it is important to ensure that decisions are both fair and consistent it is also true that the circumstances of each case will be different and therefore it will inevitably be the case that students will receive different sanctions and differing exclusions for what may seem to be similar offences.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider:

- a) The gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the Academy / School's Behaviour Policy and
- b) The effect that the student remaining in the academy / school would have on the education and welfare of other students and staff.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors' Behaviour Committee, when it meets to consider the Head Teacher's decision to exclude. This Committee will require the Head Teacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's record, witness statements and the strategies used by the academy / school to support the student prior to exclusion.

Lunchtime Exclusion

Students whose behaviour at lunchtime is disruptive may be excluded from the academy / school premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Please refer to the school's Suspension and Exclusion Policy.

Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Governors annually.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Exclusions Policy
- Safeguarding Policy
- Equality Policy
- Anti-Bullying Policy
- Child Protection & Safeguarding Policy
- Attendance Policy
- Online Safety Policy
- Use of Reasonable Force/ Physical Intervention Policy
- Inclusion Policy

Section 2

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly

Our Rules	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations and directly teaching the behaviours and learning attitudes we want to see, linking them to our class values 4. Praising in public/Reminding in private 5. Consistent language 6. Restorative follow up	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call/Marvellous Me/Notes home 5. Genuine/meaningful verbal praise 6. Show work to another adult 7. Recommendation to HT for hot chocolate Friday 8. Star of the week

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I've noticed that you're running. You are breaking our school rule of being safe. I need you to walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behavior I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I've noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc) I will speak to you in two minutes</p> <p>Example - 'I've noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child/class*</p>
4. FOLLOW UP – REPAIR & RESTORE	1) What happened? (Neutral, dispassionate language.) 2) What were you thinking/feeling at the time? 3) What have you thought/felt since? 4) Who has been affected? How did this make people feel? How have you been affected? 5) What should we do to put things right? How can we do things differently in the future?
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

Sanctions:

Sanctions *should*

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour



Language around Behaviour

At The Links Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Serious incidents or incidents where parents are involved are logged on CPOMS. Staff will not need to record minor/day to day incidents.

BEHAVIOUR PATHWAY

- 
- 
- Reminder
 - Warning
 - Time Out
 - Follow up/Repair/Restore

Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Repair/Restore conversation then follow the guidelines below:

Sent to SLT/DHT/HT

Parents phoned

Parents called to school

Seclusion

Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in *Appendix A*.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.
This will only be used as last resort and by trained staff only.

Trained staff are:

Mrs Nolan
Mrs Salt
Mrs Reilly

The school will record all serious behaviour incidents on CPOMS.

Lunchtime Supervision

At lunchtime, supervision is carried out by a team of mid – day supervisors. The mid-day supervisors are expected to ensure that all children are behaving appropriately. Usually this consists of reminding children of the standard of behaviour expected. Repeated minor problems may result in the child being given a 5 minute time out. Supervisors should keep note of children who are given a time out and report it to the class teacher at the end of the lunch period. The mid-day supervisors must be treated with the respect expected by all adults at The Links Primary School. Verbal or physical abuse will not be tolerated.

Children with individual needs

The Links Primary School recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs.

If a child's behaviour gives a cause for concern, the relevant members of staff will be informed to provide additional support. These children may be drawn to the attention of the SENCo. If a child is not already on the SEN register, the SENCo may contact parents to discuss next steps and formulate an action plan. This may include consulting outside agencies for additional support and advice.

The class teacher and supporting staff will keep detailed records (CPOMS) of all behaviours and strategies tried to support in discussing children's needs and identify appropriate next steps.

Record of Incidents

All behavioural incidents must be recorded on CPOMS. This allows for accurate record keeping, and tracking a chronology of events. All children involved in the incident need to be linked as well as the relevant members of staff.

Appendix 1 Specific Incidents For Trust Policy

Deliberate Vandalism of School Property

- Any student found to have deliberately vandalised school property will receive an appropriate sanction ranging from a detention through to exclusion depending on the severity of the incident.
- In all cases parents/carers will be billed for the cost of making good the damage.

Alcohol

- Any student who brings alcohol on to The Links Primary School premises will receive a fixed term exclusion.
- If the student brings alcohol on to The Links Primary School premises a second time, a recommendation of expulsion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

Weapons

- A student who brings a weapon on to The Links Primary School premises is likely to be expelled. The Head of School will make a judgement of the level of threat the weapon itself represents to the health and safety of the other students. Weapons include knives (including objects fashioned together to resemble a knife), darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to The Links Primary School premises, the school will inform the police

Illicit Substances

- Any student that uses illicit substances in The Links Primary School will result in an expulsion. The school will also notify the police and the student's parents/carers

Fighting

- Students involved in fighting with other students will be excluded. This will be a suspension or expulsion, depending upon the circumstances.

Smoking/Vaping

- This is a non-smoking site, a rule which applies to staff and students alike. There will be serious consequences for any student who chooses to breach the no-smoking/vaping rule.
- Students breaching the smoking / vaping rule will be given a detention or if repeated given internal exclusion. If this escalates, a meeting with parents will discuss further sanctions
- Students caught in the company of smokers/vapers, will be given a detention

Bringing the good name of the school and/or staff into disrepute

- Any student who brings the good name of the school and/or staff into disrepute in the public domain may be excluded. This will be a fixed term or permanent exclusion depending on the circumstances

Appendix 2 Searching and confiscation

Following guidelines from DFE: 'Searching, screening and confiscation Advice for headteachers, school staff and governing bodies (January 2018)', school staff can search a student for any item if the student agrees.

Schools are not required to have formal written consent from the student for this sort of search – it is enough for the teacher to ask the student to turn out his or her pockets or if the teacher can look in the student's bag or locker and for the student to agree.

If a member of staff suspects a student has a banned item in his/her possession, they can instruct the student to turn out his or her pockets or bag and if the student refuses, the teacher can apply an appropriate sanctions as set out in the school's behaviour policy.

Head teachers and staff authorised by them (SLT) have a statutory power to search students or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have a prohibited item.

Prohibited items that the Links Primary will do searches for include:

<ul style="list-style-type: none"> • knives or weapons • alcohol • illegal drugs • stolen items • tobacco, cigarette papers • e-cigarettes 	<ul style="list-style-type: none"> • fireworks • pornographic images • any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the student).
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Prior to a search the Headteacher will be informed of the facts and told of the reasonable grounds for suspecting that the student may have a prohibited item on them. The staff member carrying out the search must be the same sex as the student being searched; and there must be a staff witness. There is a limited exception to this rule. Senior staff will consider utilising CCTV footage in order to make a decision as to whether to conduct a search for an item

Confiscation

What the law allows:

- Schools' general power to discipline, as circumscribed by Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a student's property as a disciplinary penalty, where reasonable to do so.
- School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Informing parents and dealing with complaints

- Schools are not required to inform parents before a search takes place or to seek their consent to search their child. The Links Primary School will inform parents whenever a search has been done
- There is no legal requirement to make or keep a record of a search.
- Schools should inform the individual student's parents or guardians where alcohol, illegal drugs or potentially harmful substances are found, though there is no legal requirement to do so.
- Complaints about searching should be dealt through the normal school complaints procedure.

Appendix 3 Sexting and Searching

Dealing with Incidents of Sexting

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated. Support will be offered during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving or sharing an image, sending an image
- What sort of image is it and how widely has the image been shared?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- Does the child need immediate support and/or protection?
- Are other children and/or young people involved?

The situation will need to ensure school Safeguarding and On-line Safety policies are followed

STEP 2: Searching a device

It is important to establish if the image has been created and shared on a mobile device and the location of the image. As this may be distressing for the young person involved, support will be offered.

The revised Education Act 2011 gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated and securely stored if there is reason to believe it contains indecent images or extreme pornography.

The decision to view imagery should be based on the professional judgement of the designated safeguarding lead and always comply with the child protection policy and procedures of the school. If a decision is made to view imagery the designated safeguarding lead will need to be satisfied that viewing:

- is the only way to decide about involving other agencies
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions
- Ensure this is signed and dated.

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/SLT about the alleged incident before searching a device
- Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

Appendix 4 Use of Reasonable Force Policy

Introduction:

Guidance issued by the DfE in 2013 states: 'Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a student behaving in a way that disrupts a school event or a school trip or visit;
- prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a student from attacking a member of staff or another student, or to stop a fight in the playground; and
- restrain a student at risk of harming themselves through physical outbursts.'

Deciding if use of force would be appropriate:

Decisions on the use of force must be reasonable. Typically, such decisions need to be made quickly with little time for reflection. Staff need to make the clearest possible judgements about:

- seriousness of the incident, assessed by effect of the injury, damage or disorder
- potential for injury, damage or disorder
- the relative risks associated with physical intervention compared with using other strategies.

School Guidance:

1. Only to be used as a last resort where all other courses of action have failed.
2. In such situations only reasonable minimum force must be used and only if:
 - The member of staff is acting to prevent serious injury to the student or others.
 - The member of staff is acting to prevent serious damage to property.
 - The member of staff is acting in self-defence.
3. Staff should be absolutely clear in their minds that the situation is an emergency, with potential consequences of serious injury to one or more participants, or serious damage to property if immediate action is not taken.
4. Physical force should never be used to deal with disruptive children or as part of behaviour management, except in the extreme and particular circumstances outlined above.
5. Particular attention must be given to the age, understanding, difficulties or emotional state of the child involved.
6. The child should be warned quietly but clearly and firmly, of the likelihood of reasonable minimum force being used

Recording and reporting incidents:

It is essential that where any degree of force has been used a proper record is kept. This will prevent misunderstanding or misinterpretation of an incident and provide a record for any future enquiry. All written records should consider the following points:

- Did the incident cause injury or distress to a child or member of staff?
- Even though there was no apparent injury or distress was the incident sufficiently serious in its own right to require a written record? Any use of a restrictive hold would fall into this category.
- Is a written record needed to be able to justify the use of force?
- Is a record needed to help identify patterns in the child's behaviour?
- Were other agencies involved such as the police?