

## Hereford Cathedral Junior School

### Behaviour Policy DRAFT – NOT ALL LINKS YET ACTIVE

September 2023

Review Date February 2024

**This policy applies to all pupils at Hereford Cathedral Junior School including those in our EYFS settings**

#### Introduction

This policy has been written with regard to

- A. [The Early Years Foundation Stage Statutory Framework, DfE, September 2021](#)
- B. [ISI Inspection Framework, 2019](#)
- C. [ISI Commentary on the Regulatory Requirements, September 2021](#)
- D. [Keeping Children Safe in Education, September 2021](#)
- E. ["Behaviour and Discipline in Schools", DfE, January 2016](#)
- F. ["Use of Reasonable Force", DfE, July 2013](#)
- G. ["Searching, Screening and Confiscation: Advice for Headteachers, School Staff and Governing Bodies", DfE, January 2018](#)
- H. [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, DfE, September 2021](#)

At Hereford Cathedral School our community is based upon three key values: kindness, courage and integrity. These are set out in this [document](#). The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development. We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy applies to all pupils in the School, including those in our Early Years Foundation Setting (EYFS). Our designated staff member responsible for behaviour management in EYFS is Mrs Catrin Goode.

### **CODE OF CONDUCT**

The School's community of governors, staff, parents, and pupils adhere to an established routine and code of conduct.

The values of Kindness, Courage, and Integrity inform our Code of Conduct. Many of these points overlap into different areas, but all are important to us:

#### Kindness:

- We are considerate
- We take turns and share
- We listen to the views of others
- We forgive others
- We use good manners – we are polite and courteous to all

#### Courage:

- We have the courage to do the right thing
- We do what we say we'll do and honour our commitments
- We are accepting of differences
- We set a good example for others

#### Integrity:

- We treat others as we would like to be treated ourselves
- We take pride in everything that we do and in the uniform that we wear

- We are accountable for our words, actions and attitudes
- We are honest

In the Code of Conduct, there will sometimes be overlap between the values. We believe that these tenets of our Junior School Code of Conduct ensure that each individual is a responsible citizen. This Code of Conduct applies to everyone in the School.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

Everyone has a right to feel secure and to be treated with respect at the School, particularly the vulnerable. Harassment and bullying in any form will not be tolerated, including online, or outside of school. Our [Anti-Bullying Policy](#) is on our website and in the relevant Parent Handbook. The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School takes its duties under the Equality Act 2010 seriously and makes appropriate reasonable adjustments for pupils with special educational needs and disabilities (SEND) or certain health conditions.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals, which might include any of the actions listed below, up to and including suspension/exclusion.

## **SPECIAL CIRCUMSTANCES**

Any special circumstances will always be taken into consideration and reasonable adjustments made.

Through regular communication with parents and weekly staff meetings, we ensure staff are well informed of any special circumstances, such that reasonable adjustments should be made.

## **INVOLVEMENT OF PARENTS AND GUARDIANS**

Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Parent Contract. The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework/private study.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies. The School has a number of support systems in place to meet the needs of all pupils. Each pupil is assigned a class teacher or form tutor to whom they can turn for help, support and guidance. In addition, all adult members of the school community (for example the Housekeeper, Teaching Assistants, gap students, administration staff and school nurses) play an active role in supporting the children. Concerns and subsequent actions are logged into iSAMS. Children of concern are raised with senior leaders and appropriate information shared with the wider team to ensure children's wellbeing. We pride ourselves on our ethos which aims to promote supportive relationships between every adult in school and every child. Additional support and monitoring may be through Pupil Support Plans, short interventions by agreement such as Drawing and Talking, or access to a School Counsellor at the School's discretion.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy.

## **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 Lost or Missing Child Policy.

Please note that it is usually the Governors' policy not to allow holiday to be taken during term time unless in exceptional circumstances. Leave of absence for holiday must therefore be requested via the Head in advance.

## **INVOLVEMENT OF PUPILS**

The School promotes an ethos of good behaviour where pupils treat each other with respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them; this can be through assemblies, during form time, Personal, Social and Health Education (PSHE) lessons, project work, drama activities, stories and literature and also via the School Council, which meets regularly.

The School will ensure that all new pupils including EYFS pupils are briefed thoroughly on the School's expected standards of behaviour, and we work closely with all pupils as they transition through the School, from the day they start at the School to the day they leave.

## **SCHOOL RULES**

The School Rules are designed to encourage positive behaviour and self-discipline. The School Rules are set out below:

**All pupils are expected to treat one another with care, courtesy and consideration.**

**There are many rules to ensure the safety of pupils and the smooth-running of School. However, the key points are:**

- 1. Pupils are expected to behave in a sensible manner, showing respect to everyone.**
- 2. No pupil is allowed outside of the school grounds during the school day unless accompanied by an adult, or if leaving school early, without informing the front office.**
- 3. Pupils are expected to be punctual for School and for all lessons within the day, and to have the correct books and equipment.**
- 4. Pupils are expected to respect the property of others**
- 5. Pupils must be of a smart appearance, wear uniform in school and on journeys to and from school, when caps/hats should also be worn.**

Copies of all School Rules are set out above and on the School's website [and in the Parent Handbook] and may change from time to time. Parents and Guardians agree, when signing the Parent Contract, that their child will comply with the School Rules and that they will undertake to support the authority of the Head in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

## SCHOOL RULES In General:

- Pupils should behave responsibly and cooperate with all school rules and instructions given by staff.
- Pupils should show respect to everyone, pupils, staff and other adults
- Pupils should listen with respect to one another and be conscious never to be hurtful to others
- Pupils are expected to show a caring attitude for the school environment, the school community, the buildings, the grounds, the equipment, and personal belongings
- Pupils are expected to be truthful, and to take personal responsibility for their actions
- Pupils are expected to arrive in school neat and tidy. If not in Games kit, pupils should be in their blazers and wearing their cap/hat/boater. Ties should be tied correctly with the top button done up at the neck and shirts tucked into the waistband. Shoes should be clean and polished.
- The School bag is a part of uniform and should be used to transport items to and from school.
- Pupils' hair should be well-groomed and secured away from the face, both within the classroom and on the sports field. Pupils should not have dye or gel in their hair. Haircuts should not be excessively short or shaved and of a consistent length.
- Make-up, including nail varnish is not allowed.
- The following are not allowed in school:
  - sums of money, except for days when small change may be used in charitable activities
  - mobile phones (please see mobile phone policy for arrangements regarding this)
  - electronic games
  - possessions for swapping
  - any form of jewellery other than watches (single pair of plain studs allowed)
  - 'smart' watches, fitbits

## LESSONS

- Pupils are expected to arrive at lessons on time, with all the necessary equipment
- Pupils must wait to be dismissed from lessons by their teacher.
- Pupils should leave in organised way, chairs under tables etc.

## BREAK TIMES

- All pupils should go outside to play in designated areas, except for those attending an official supervised activity or visiting the library (according to the rota)
- Pupils must ask permission to enter the building from duty staff.
- Pupils who are not provided snacks by School may bring in snacks for break times. These should be in line with 'healthy eating' and not contain nuts.
- Hard balls are not permitted

## LUNCH TIMES

- All pupils must go to lunch
- As there is a choice of menu, all pupils are expected to eat something
- Pupils must demonstrate good table manners

## WET PLAYTIMES

- Pupils are expected to engage in a quiet activity. Pupils should remain in their own classroom area. Pupils should remain seated as much as possible.

## MOBILE PHONE POLICY

- Pupils are not allowed to bring mobile phones to school. The exception to this rule is if a pupil is not being collected by a parent and has written permission to do so. In this case, the mobile phone must be handed in to the Front Office for the school day and collected before leaving the building. Mobile phones should be clearly labelled.

## PROMOTING GOOD BEHAVIOUR

At the School we reward and encourage good behaviour and celebrate curricular and extra-curricular achievements from our pupils by the use of housepoints, Celebration Assembly Certificates, Deputy Head and Headteacher's Awards. In the day-to-day teachers may use verbal praise, stickers, reward charts or similar visual tools to encourage positive behaviours.

## REWARDS

All children, from Reception upwards, are part of a House: Britten (Red), Matthews (Blue), Oakeley (Green), Woodall (Yellow)

Children are rewarded for pleasing pieces of work, whether in academic subjects, sport or creative arts, through housepoints. Generally, three pleasing pieces of work will equate to a housepoint, but this remains at the discretion of the teacher and its fairness is monitored by the Deputy Head. Visually demonstrating these rewards is age-appropriate, whether through stickers in books, on a chart, or other tally. All housepoints are logged on iSAMS and counted. There is a House Cup to be won termly and Bronze, Silver and Gold Awards for pupils who have amassed the highest numbers of housepoints.

Children also receive rewards for upholding the School's Values of Kindness, Courage and Integrity. Staff may award housepoints for such behaviour or recommend for a Celebration Assembly Certificate.

## **SANCTIONS**

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Head undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity. 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 [Safeguarding \(Child Protection\) Policy](#)

The School believes in Restorative Justice. At the heart of restorative justice is the idea that everyone is inherently worthy and that our connection to one another is what matters most. Restorative justice is a tool to build and nurture meaningful and just relationships, create a strong sense of community and in a crisis, used as a tool for repairing harm. It is about having fair responsive processes in place in which everyone can share their stories, hear the impact of their actions, repair the relational harm and figure out the best way forward, together.

Therefore, at HCJS, our sanctions do not seek to be retributive or punitive justice. Each situation is unique, each person involved has different needs and each solution looks different. What remains the same is that the School seeks to repair harm and make things as right as possible.

Ethos and shape of restorative justice:

### **Retributive / Punitive Justice**

What rules have been broken?  
Who did it?  
What do they deserve?

### **Restorative Justice**

What happened?  
Who has been harmed?  
What needs to happen to make things as right as possible

To enable a process of better self-awareness and self-regulation, the School employs a graduated Sanctions process, which helps to enable pupils to make wise choices before a Sanction is required.

### **The Three Stages: Highlight, Warning, Yellow Card**

When an adult notices that a child is not observing the School Rules, or involved in an activity that may disturb the learning of others, harm themselves or others, or disrupt the smooth-running of School activities, the adult may 'highlight' the behaviour to the child, as a reminder to them that they should moderate their actions. This is not a sanction, but a term by which the child can quickly recognise that their behaviour is not conducive to successful outcomes and thereby address the concern independently. Eg

"[NAME], can I HIGHLIGHT that you are not completing the work as I requested. Please do so. Thank you."

If the behaviour or action continues (for example actions such as calling out in class, distracting others, not engaging appropriately with work, overly physical play), then the adult may give the child a 'Warning', such that they know that should this action continue, they will be in receipt of a Yellow Card. This gives the child a second opportunity to reflect on their own behaviours and independently correct them. Eg,

"[NAME], I HIGHLIGHTED to you that you weren't completing that work as I requested, so I'm now WARNING you that if you don't do as requested, you will receive a Yellow Card. Please can you settle back to your work. Thank you."

If the behaviour or action continues after 'highlight' and 'warning', then the adult may administer a 'yellow card'. This is not given with any negative tone, threat or embarrassment to the child. The child is always afforded respect and dignity. Eg,

"[NAME], I HIGHLIGHTED to you that you weren't completing the work as I requested, and I gave you a WARNING, but you still have chosen not to do as requested. Therefore, I am writing a YELLOW CARD. Please can you settle back to your work now and we can talk about it (named time). Thank you"

If a YELLOW CARD is given, this will be followed up by the member of staff who wrote it, to discuss with the child why this situation arose and what could be done to avoid this happening again. It is an expectation that the child will apologise for their behaviour. The Form Teacher will follow this up in their role of pastoral care and it may be addressed through individual support or PSHE time.

A Yellow Card is not a serious offence and is not necessarily reported to the parents. This enables the child the dignity to correct their behaviours with the support of the School and quickly move on. The Form Teacher is responsible for managing the response to the Yellow Card.

If a child receives at least three YELLOW CARDS within one half-term, they will be referred to the Deputy Head. Yellow Cards are reported on iSAMS and an automatic notification to both the Deputy Head and the Form Teacher. At this point, parents will automatically be informed.

The Deputy Head will review if there are extraordinary circumstances for which reasonable adjustments should be made, or for which further personal support is required.

If it is deemed that there are not extraordinary circumstances, the Deputy Head, in conjunction with the Form Teacher, will decide upon a Support Plan, which may be for Academic reasons (ASP) or Behavioural (BSP).

This is not a tool by which to admonish or humiliate the child. It is the means by which a child is able to voice their feelings about their actions and why they believe they are performing those actions which are counter-productive. With the Form Teacher, the Deputy Head will draw up a Support Plan, which sets clear, attainable targets for the child, to be completed within a time frame, and with an agreed reward. Parents will be asked to acknowledge the Support Plan and support the School in its provision. A Support Plan is for a short period of time (no more than three weeks), by which point the actions/behaviours should have improved such that the child no longer is in receipt of sanctions.

If the Support Plan has been unsuccessful in improving the child's actions/behaviours, the Deputy Head will then seek to involve the Head of Learning Skills. In turn, this may lead the School to request the advice and support of other agencies, which may include GP/therapists/counsellors/Educational Psychologist, in full discussion with the parents. All staff will be informed of these next steps to support the child and their needs appropriately.

If it is deemed that the behaviours of the child are persistently not in line with the School's Rules and Code of Conduct and that, after following up with a Support Plan, the child does not appear to be willing or able to address these behaviours, then the School, in accordance with this policy, may be forced to suspend, exclude or require him/her to be withdrawn from School. The child does not have to have received a Red Card for this action to be taken.

Hereford Cathedral Junior School does not set punishments such as the writing of lines, enforced school chores. As part of our restorative practice, a child may lose their free time only so that they have time to address their problems properly, by either talking to a member of staff, or to those whom they have affected.

If it is deemed in the best interests of the child, or for the wellbeing of others in the School, the School may use the sanctions of

- Letter to parents to advise of the misbehaviour;
- Completing unsatisfactory work until it meets the required standard;
- Withdrawal of privileges;
- Confiscation of property that is being used inappropriately or without consideration;
- School based service or imposition of a task, to restore damage done, under the supervision of a member of staff;
- Regular reporting, including academic performance reporting, early morning reporting, scheduled uniform, and other behaviour checks, or being identified for behaviour monitoring under a Support Plan;
- Withdrawal from a lesson, school trip or team event;
- Suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as lateness, casual rudeness, or disruption in class, and late or poorly completed work. He/she will follow the 'Highlight, Warning, Yellow Card' system. According to particular circumstances, teachers may impose sanctions such as the setting of additional work to complete that which has been missed, or restorative work, after this has been agreed by the Deputy Head. Withdrawal from school events or suspension is by the direction of the Head.

Persistently poor academic performance may result in the Director of Studies requiring a pupil to be placed on an Academic Support Plan where the pupil's teachers will make written comments on the pupil's performance at the end of every lesson for a short period of time, likely two weeks.

In applying sanctions, especially those with serious consequences, we undertake to take reasonable steps to avoid placing pupils with SEND or a particular vulnerability, or at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010.

The School has a confidential central register of all sanctions imposed for misbehaviour on its management database. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

## **SERIOUS MISBEHAVIOUR**

### **RED CARD AND SERIOUS SANCTIONS**

All parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Head can impose for serious breaches of the School Rules, including but not limited to criminal behaviour.

Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child / Peer on Peer abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions may also be imposed where unsatisfactory behaviour has continued despite previous disciplinary sanctions and/ or warnings. Sanctions are at the discretion of the Head, but may include removing the child from social situations such as playtimes, or representing the School in matches or public performances, or participation in school trips. This sanction will be taken to best meet the needs of all individuals within the School at the Head's discretion. The Head will directly contact the parents before imposing such a sanction.

If a child wilfully and knowingly commits an act which seeks to harm others, disrupt learning intentionally, or threaten the wellbeing of anyone in the School, they may receive a Red Card. The Head will determine the appropriate Sanction according to the circumstances of the act and inform the parents accordingly.

### **PERIOD OF TIME AWAY FROM SCHOOL FOR REFLECTION**

In some circumstances where the Head of the Junior School, or in their absence the relevant member of the Senior Leadership Team decides that it is appropriate, the pupil will be sent home for a period

of time for reflection, in order to give the pupil space and time to reflect on what has gone wrong. The period of time away for school for reflection will be at the discretion of the Head, but will generally be for the remainder of the school day only. Parents will be informed immediately. A period of time away from school for reflection is not a suspension from school, but constitutes clear warning that a formal suspension may be considered in the future.

### **SUSPENSION AND/OR PERMANENT EXCLUSION**

The School may be forced to exclude a pupil, or to require them to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious “one off” incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

Before suspension and/or permanent exclusion, the Head will undertake a full investigation, ensuring that all parties are consulted and parents informed. Consideration will also be given to how best to support the pupil’s re-integration after suspension. The Head of the Junior School will inform parents without delay by telephone. It will likely be appropriate for the parents to come and meet with the Head of the Junior School or the Deputy Head. Even so, it will be made clear during the telephone conversation that the pupil is to be suspended. The suspension will be followed up by a letter stating the length of suspension, and the reasons. Suspension constitutes a clear warning about continued membership of the school and this warning should be regarded as final. The Head of the Junior School is in all cases reluctant to suspend more than twice. No pupil who is suspended for a second occasion may return to the school without the Head of the Junior School having obtained the approval of The Headmaster of Hereford Cathedral School and the Chair of the Governing Body or, in their absence, another member of the Governing Body.

### **PERMANENT EXCLUSION**

Whilst some parents prefer, after due consideration, to voluntarily withdraw their child rather than school imposing a permanent exclusion, it must clearly be understood that the Head of the Junior School reserves the right to insist on permanent exclusion.

Only the Head of the Junior School can expel a pupil and before doing so the Head of the Junior School will follow the same procedure as for suspension outlined above.

### **SAFEGUARDING**

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Safeguarding (Child Protection) Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Safeguarding (Child Protection) Policy as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so.

### **CONTEXTUAL SAFEGUARDING**

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding (Child Protection) Policy and discuss their concerns with the School's Designated Safeguarding Lead (DSL), without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

### **MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE**

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with this policy.

### **USE OF REASONABLE FORCE**

Like all schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. Teachers and any other member of staff authorised by the Head have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);

- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The use of reasonable force means using no more force than needed and will always depend on the circumstances of the case.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of school activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include:

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Every member of staff will inform the [Head] immediately after s/he has needed to restrain a pupil physically.

The School has a confidential register which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School.

We will always inform a parent when it has been necessary to use physical restraint on their child, and invite them to the School, so that we can, if necessary, agree a plan for managing their child's behaviour. Parents of EYFS pupils will be informed of the incident on the same day or as soon as is reasonably practicable.

## **SEARCHING**

The School reserves the right to search pupils and their possessions.

The Head, or a member of staff authorised by the Head, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in school.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding (Child Protection) Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Head (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property. This also includes devices (such as mobile phones) which pupils are not allowed to have upon their person within the school day.

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Head (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Head (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence, and the Head and appropriate authorities informed.

### **ELECTRONIC DEVICES**

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental

consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Safeguarding (Child Protection) Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding (Child Protection) Policy.

### **TEACHING AND LEARNING**

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

### **COMPLAINTS**

We hope that parents will not feel the need to complain about the operation of our Behaviour and Sanctions Policy, and that any difficulty can be sensitively and efficiently handled before it reaches

that stage. However, the School's Complaints Procedure (which apply equally in the EYFS setting) are on our website. We will send you copies on request.

### **MONITORING AND REVIEW**

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

This policy is reviewed and updated at least annually by the Headteacher and Governors.

Reviewed by H Hoffmann July 2023

## **Appendix A**

### **Nursery Procedures**

The Nursery Leader has overall responsibility for behaviour management within the Nursery. Children are praised and good behaviour is always highlighted and commended. Activities are organised so that they have a positive impact on behaviour and foster sharing, negotiation and co-operation. Clear expectations and boundaries for behaviour are established and children are reminded of acceptable, and unacceptable, behaviour in Nursery.

HCJS Nursery aims to set boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, both on their own environment and that of others around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

Within the Early Years we are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting classroom guidelines to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child. We encourage the children to self-regulate their behaviour. We know that young children who are learning to express their preferences and wants can become overwhelmed easily.

We aim to provide a nurturing and secure environment in which children can learn how to recognise and manage their emotions, and subsequently self-regulate their behaviours appropriately. We also provide structure and routine to the nursery day so that the environment feels safe and predictable. Children who behave inappropriately, for example by physically hurting another child or adult e.g. biting, or through inappropriate verbal interaction, are helped to talk through their actions and apologise where appropriate. We make sure that the child who has been upset is comforted and the adult will confirm that the behaviour is not acceptable. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child.

We involve parents if their child's behaviour is inappropriate towards others, or if their child has been upset by another child's behaviour. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery.

We support children in developing non-aggressive strategies to enable them to express their feelings. Through partnership with parents and formal observations, we make every effort to identify any

behavioural concerns and the causes of that behaviour. From these observations and discussions, we may implement an individual positive behavioural support plan.

If a child's behaviour continues to be a concern, then this would be referred to a member of the Senior Leadership Team for further appropriate action.