

Behaviour and Anti-bullying policy



Changing Lives in Collaboration – Together We Make the Difference

Last amended: DATE

Last reviewed: DATE

Document Control
Status
Date adopted
Review
Author
Approved by
Date approved
Supersedes
Amendments

Contents

1. Aims and vision
2. Understanding Behaviour
3. Roles and Responsibilities
4. Crosslee Values
5. Inappropriate behaviour
6. Child on child abuse
7. Bullying
8. Personal, social and emotional development
9. Behaviour Expectations
10. Recognising and rewarding good behaviour and attitudes
11. Strategies for preventing inappropriate behaviour
12. Steps to take in response to inappropriate behaviour
13. Behaviour at lunchtimes
14. Sexual harassment and sexual violence
15. Off site behaviour
16. Behaviour Online
17. Suspected Criminal Behaviour
18. Malicious Allegations
19. Pupil Support
20. Searches and Confiscation of inappropriate items

21. Power to use reasonable force
22. Suspension and Exclusion
23. Managed Move
24. Safeguarding
25. Mental Health
26. Relationship to other policies

Aims and Vision

At Crosslee Community Primary School, we aim to create a safe and positive environment with realistic expectations in which staff, parents and pupils work together for the safety and welfare of the children and staff. At Crosslee, children are expected to adopt certain standards of behaviour and values to ensure the safety of all and to develop a sense of self-discipline and an acceptance of responsibility for their actions.

This policy aims to:

- Provide a consistent approach to behaviour management, creating a safe environment in which all pupils can learn and reach their full potential
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils 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

The Behaviour and Anti-Bullying Policy reflects our Rights Respecting Schools status. We aim to create a school community where the rights of all are respected and everyone understands the responsibilities that go alongside their 'rights'.

Understanding Behaviour

As Crosslee is working towards becoming a Nurture school, we recognise that behaviour is a form of communication. Negative behaviour may be a sign that a child is suffering harm or has experienced trauma. We also understand that a child may not be able to verbalise these feelings and therefore they may manifest themselves through their behaviour. We will always seek to gain a better understanding about what is happening for a child either by talking to their parents or carers or by providing the child with a safe place to talk or express their feelings. We make use of the Zones of Regulation to ensure a holistic approach is undertaken to improving behaviour and providing appropriate support. However the learning needs and the safety of the whole class must be considered as well as the needs of the individual child.

Roles and Responsibilities

The Role of the Local Governing Committee

The governing body supports the Head teacher in all attempts to eliminate bullying and poor behaviour from our school. The governing body will not condone any poor behaviour at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying and specific behaviour that do occur.

The governing body has the responsibility for reviewing the effectiveness of the Behaviour and Anti-Bullying Policy. The Head teacher has the day-to-day authority to implement the school Behaviour and Anti-Bullying Policy.

The Head teacher

The Head teacher is responsible for reviewing and approving this behaviour policy in conjunction with the governing body. The Head teacher will be a visible presence around school and support staff in responding to challenging behaviour. The Head Teacher will ensure the school values have a high profile around school and that whole-school assemblies focus on how these values can be “lived” to ensure that the school environment encourages positive behaviour. The Head Teacher will ensure that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

The Role of the SENDCo

The SENDCo leads on behaviour across the school and supports the Head teacher in all attempts to eliminate bullying and poor behaviour from our school. The SENDCo has a specific responsibility to review provision for children with individual needs that means they require bespoke support and do all they can to ensure this is in place for them. This will include carrying out assessments, putting intervention and support in place and carrying out personal support plans, personal handling plans and where needed risk assessments for SEND pupils. The SENDCo will meet with parents about the support that is put in place.

The role of school leaders

The school leadership team routinely engages with pupils, parents and staff on setting and maintaining the behaviour culture and the values of Crosslee to create an environment where everyone feels safe and supported. School leaders ensure that all new staff are inducted clearly into the school’s behaviour culture to ensure they understand the Crosslee rules and routines and how best to support all pupils. School leaders support any staff that require training to meet their duties and functions within this behaviour policy.

Teachers and Support Staff

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. All adults have responsibility for setting an example of respectful behaviour, encouraging good behaviour and to use rules and consequences consistently. Adults use positive corrective language to encourage, support and prevent inappropriate choices. Positives are to be purposeful, intentional and specific. We always use a calm and controlled voice with appropriate body language and the emotion coaching script. The response is to prioritise de-escalating the child and make sure they’re regulated before responding to the behaviour. All adults have the responsibility to respond to and recognize that each person is an individual and to be aware of their specific social and emotional needs. Staff are responsible for recording behaviour incidents on CPOMs.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This will be done consistently across the school.

They will:

1. Create and maintain a stimulating, inclusive environment that encourages pupils to be engaged and meets their individual needs. Children will identify their 5 safe people at the beginning of each academic year and review these throughout the year.

2. Developing a positive relationship is a priority for all staff working with pupils. Staff will do this by:

- Greeting pupils in the morning/at the start of lessons
- Establishing clear routines
- Communicating expectations of behaviour fairly and consistently
- Praising and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Challenge any unacceptable behaviour
- Provide children with a good role model
- Work in partnership with parents or carers to find a constructive solution to any situation which is causing concern
- Never walk past or ignore children who are failing to meet expectations
- Never publicise a child who is struggling to demonstrate good behaviour

Parents/Carers

The school endeavours to collaborate actively with parents and carers so that children receive consistent messages about how to behave at home and at school. We ask parents to:

- Praise and encourage their child's efforts and achievements
- Inform the school of any events which may affect their child's behaviour in school, so that it can be dealt with sensitively
- Support their child in behaving appropriately
- Support and reinforce the school rules/values
- Support the school if sanctions are applied to their child for inappropriate behaviour

Parents and carers are expected to conduct themselves in an appropriate manner especially when in school. This is detailed on the Parent Charter and the Code of Conduct policy for parents, carers and visitors. This is in order for them to be positive role models for their children. The governors will not tolerate abusive language or threatening behaviour towards any persons on our premises. Further action may be taken if this occurs.

Children

All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, all children have the responsibility to:

- Do their best to "live" our school values in and around school
- Behave respectfully to others - in a way that keeps others and themselves safe
- Be willing to learn and allow others to learn around them
- Own up to mistakes and learn from them
- Allow others to make mistakes
- Give opinions in a constructive manner
- Listen to others

Crosslee Values

Ready	Respectful	Safe
<ul style="list-style-type: none">● Attend school on time.● Follow instructions the first time.● When in class, behave in an orderly and self-controlled way to make it possible for all pupils to learn.● Come back in from play time, lunchtime and outdoor learning safely, moving quietly around the school building.	<ul style="list-style-type: none">● Be polite and use manners to staff and each other.● Do as you are told the first time.● Respect school property● Accept sanctions when given.● Refrain from behaving in a way that brings the school into disrepute, including when outside school.	<ul style="list-style-type: none">● Walk around the school sensibly as directed by adults.● Keep hands, feet, objects and unkind words to ourselves.● Walk away from unsafe behaviour.● Be sensible as silly behaviour can lead to accidents.

Inappropriate behaviour

Inappropriate behaviour is defined as:

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

Serious inappropriate behaviour is defined as:

- Repeated breaches of the school values
- Any form of peer on peer abuse
- Any form of bullying
- Physical behaviour
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, sexual jokes or taunting or physical behaviour like interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Physical violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items, such as knives
- Threatening to or spitting, coughing, sneezing or licking someone
- Any other behaviour deemed as serious by the Head teacher at the time

The school has a clear Single Equalities Policy. Crosslee takes any incidents seriously that are covered by the 9 protected characteristics of the equal opportunities act known under the headings:

- age,
- disability,
- gender reassignment,
- race,
- religion or belief,
- sex,
- sexual orientation (including homophobic, transphobic and biphobic incidents),
- marriage and civil partnership,
- pregnancy and maternity.

Unacceptable behaviour against any of the characteristics listed above will result in time away from class. If this is the case he/she works in school away from their learning group, completing tasks set by the class teacher, supervised by an adult. The parents of children having time away from class are informed by phone/email. Parents may be asked to a follow up meeting for further actions, this may include a behaviour plan being put in place.

Child on child abuse

Child on child abuse is when a child abuses another child. This can happen both inside and outside of school and online.

Peer on peer Child on child abuse is most likely to include, but may not be limited to:

- Bullying
- Abuse in intimate personal relationships between peers
- Physical abuse
- Sexual Violence
- Sexual Harassment
- Consensual and non-consensual sharing of nude and semi-nude images
- Upskirting
- Initiation/hazing type violence and rituals

Bullying

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	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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

If children have worries, concerns or feel that they are being bullied, they are encouraged to speak to a member of staff so that they feel comfortable, supported and empowered to speak up to ensure this behaviour stops.

Key people involved in supporting children's behaviour and preventing bullying are the Head teacher, Deputy head teacher, Assistant head teacher, SENDCo, Lead TA for behaviour.

Children are invited to tell us their views about a range of school issues, including bullying, i.e. through the worry warriors, circle time, PSHE lessons and pupil voice activities. The School Council discusses issues on behaviour and bullying as appropriate.

Parents/Carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately or a member of the Senior Leadership Team as appropriate. If Parents/Carers are dissatisfied they should follow the school's complaints procedure.

Staff record incidents of bullying that occur both in and out of class as necessary on CPOMs. These incidents are monitored by the Deputy and Head teacher when they are reported on CPOMs. All behaviour incidents recorded on CPOMs are analysed half termly by the senior leadership team.

When any bullying has taken place between pupils the school's response will be:

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

Sanctions for bullying may include:

- Time out of class
- Interventions in place
- Exclusion
- Being put on a behaviour plan

- Risk assessment in place

Outside agencies may be involved to provide counselling and support for the victim and consequences/support for the perpetrator. If a child is involved in bullying, a child's parents/carers are invited into school to discuss the situation in order to achieve a resolution. Further support and action may include a support programme or involvement of the Community Police or additional support from other agencies.

All members of staff routinely attend training, and are provided with updates which equip them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Personal, Social and Emotional Development

At Crosslee Community Primary School we aim to develop the whole child. This not only means academic development but also personal, social and emotional development. Successes in these areas are often achieved through the `hidden` curriculum, e.g. the daily interactions between all members of the school community, assemblies and PSHE. Discrete curriculum time is also dedicated to supporting children in learning about social interactions, relationships, mental health and wellbeing and good behaviour through the teaching of the I Matters PSHE scheme. This ensures we meet statutory requirements for PSHE and that issues can be addressed and discussed with children in a structured manner.

This section of the policy identifies the above skills and attitudes that we wish our children to develop. These can be categorised as Learning Behaviour, Conduct Behaviour and Emotional Behaviour. All of these behaviours are needed to have a successful school day.

Learning Behaviour:

1. Is attentive, enthusiastic and has an interest in schoolwork
2. Has good learning organisation.
3. Is an effective communicator.
4. Works efficiently in a group.
5. Seeks help when necessary in the appropriate manner.
6. Have high aims, ideals and a sense of pride.
7. An ability to work independently and quietly.
8. An ability to reflect/ assess his/her own performance.

Conduct Behaviour:

1. Behaves respectfully towards staff and peers, has good manners and is polite.
2. Seeks attention appropriately.
3. Is physically peaceful.
4. Respect property.

Emotional Behaviour:

1. Is socially aware, is able to take turns, co-operate, share and has a sense of fair play.
2. Is happy, with a good sense of humour and sense of enjoyment.
3. Is confident, assertive and has a high self-esteem.
4. Is emotionally stable and has good self control.
5. Has an understanding of right from wrong and a sense of honesty, which are applied to everyday situations.
6. Is able to make positive relationships.
7. Has a sense of empathy and shows compassion.
8. Is able to compromise.
9. Is able to appreciate other children's achievements.

Behaviour Expectations

All staff hold high expectations for pupils' behaviour and these expectations are communicated clearly with children. At the start of each academic year, all children contribute to whole-class discussions about the school values and behaviour expectations.

Expectations during lesson time, children should:

1. Be actively involved in their tasks.
2. Be able to listen and respond to adults and others at appropriate times, taking turns to speak when necessary.
3. Be able to work independently.
4. Keep to an appropriate noise level.
5. Be aware of the needs of others, especially with equipment.
6. Be well mannered, respectful and honest to all adults and each other.
7. Be respectful of displays, work done by other children and of other children's property.
8. Enjoy classroom activities with respect and an awareness of others.
9. Show enthusiasm and interest.
10. Always get permission to leave the classroom.

Expectations when walking around school, children should:

1. Use walking feet
2. Walk around school silently
3. Walk around school sensibly
4. Use our manners
5. Walk on the left hand side in single file

Recognising and rewarding good behaviour and attitudes

At Crosslee Community Primary School we believe children should be encouraged to behave well and work hard and therefore, we use a number of incentives and rewards to do so.

Incentives are never removed from pupils. Whilst our aim is that children should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

We use incentives including:

- “Star of the Week” and Crosslee Values certificates awarded during Friday Celebration Assembly
- Positive comments shared from other pupils
- Messages to parents
- Non-verbal praise (thumbs up, smiles)
- Praise
- Showing work to other teachers and the Headteacher
- Stickers
- Displaying children’s work in class and on the corridor WOW wall
- VIP table at lunchtime (awarded by the lunchtime organisers)
- Dojos (individual and whole class Star Award)

Dojos are used to reward individual and whole class positive behaviour. Dojos are awarded by all adults in school and are given to pupils who demonstrate one of our Crosslee Values - ‘Ready, Respectful and Safe’.

Dojos awarded to the whole class are accumulated to achieve the ‘Star Award’. The ‘Star Award’ is 15 minutes of free time when the class has accumulated 30 points. The time can be ‘banked’ and the time accumulated so the class can have a longer reward. The whole class decides on their reward.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children’s success, both in their work and behaviour, should be measured against their own personal performance rather than against that of other children. Therefore, it is important that a range of strategies are in place to motivate children to behave appropriately.

We commit to:

- Prioritising raising pupil self-esteem
- Using Pupil Voice to guide day to day practice in school
- Emphasise children’s responsibility through providing choice
- Offering a well-planned curriculum and aim for quality teaching across the curriculum
- Plan for and support SEND/EAL pupils
- Plan for other adults in the classroom
- Set challenging but achievable goals
- Providing a comprehensive programme of personal, social, health and citizenship education
- Develop clear rules for relationships and teach children to respond positively
- Ensure pastoral support is available for those that need it
- Right to make mistakes

We also commit to remaining positive, open-minded and supportive of all pupils. We will ensure we demonstrate resilience and empathy when supporting children with behaviour

needs. Staff will work hard to develop positive relationships with all children – based on mutual respect, support and kindness.

Strategies for Preventing Inappropriate Behaviour

As a school, we are committed to doing all we can to prevent inappropriate behaviour. Some of the ways in which we do this are listed below:

1. Affirming good behaviour and/or work.
2. Using other pupils as models of good behaviour.
3. Ensuring that the work is matched to each child's ability. Not too easy (this can create boredom) and not too difficult (this can cause frustration.)
4. Following a child's personal support plan and personal handling plan
5. Using Zones of Regulation and Scripts when a child is becoming deregulated
6. Use the script 'Name, Instruction, Thank you' to try and stop inappropriate behaviour escalating
7. Involve parents/carers for repeated bad behaviour either through telephone conversations or a meeting with the teacher.
8. Use of the Successful learner book to set SMART targets to work towards limiting and eliminating the inappropriate behaviour
9. Use of social emotional and mental health interventions e.g. Hidden Chimp and Lego Therapy
10. Working with external agencies to assess the needs of pupils who display continuous disruptive behaviour

Staff should have a clear and shared understanding of what our standards and expectations are. When dealing with difficult behaviour staff are to praise in public and reprimand in private and to follow the CALM approach:

Communicate

Awareness

Listen and Look

Make Safe

To do this, staff will:

- Show the pupil you are listening
- Stay in public space, avoiding the pupils' intimate and personal space
- Limit eye contact and avoid staring
- Have a non-threatening body posture
- Be aware of facial expressions
- Staff will focus on de-escalation rather than confronting the issue - put the situation on hold and reflect with the child on it later
- Have a neutral tone of voice
- Use the emotion coaching script "I can see you're feeling... It's okay to feel... It's not okay to..."

Steps to take in responses to inappropriate behaviour

Script	Name, Instruction, Thank you
Reminder of school values	Remind pupils of school values and make the child clearly aware of their behaviour and how they are not following the school values.
Self-regulation	Speak to the child privately and give them a final opportunity to engage. Use the zones of regulation to discuss what zone they're in and strategy to support regulation and re-engaging in class.
Co-regulation	Children must not be left outside classrooms alone. A pupil may need adult support to co-regulate. This is time with an adult to help them to regulate and then return to learning. Sensory circuits may be used or a specific strategy identified on their personal handling plan.
Reflection	Reflection time will happen at break time and lunchtime. This is an opportunity to complete the reflection task, complete any missed learning and speak to an adult about their behaviour, how it impacts themselves and others and what they could do differently next time. A reflection sheet will be completed during this time and used to support the conversation in the 'Repair' stage. A message will be sent to parents to inform them their child has had reflection time.
Repair	A restorative meeting to repair any break down in a relationship and start anew.

Behaviour at lunchtimes

Lunchtime organisers, teaching assistants and sports coaches are on duty at lunch time to support the children in their play and to reward and sanction behaviour.

When a child is not following the Crosslee Values they will be made aware using the script 'Name, Instruction, Thank You'.

If the unacceptable behaviour continues, the child will be reminded of the Crosslee Values and the expectation to follow them.

If the behaviour continues the pupil will be asked to have 5 minute reflection time, on the benches in the grassed area of the playground, to think about their behaviour.

If the unacceptable behaviour continues the pupil(s) are to be taken to a member of the senior leadership team who will discuss the behaviour and put sanctions in place.

Unacceptable behaviours like fighting, derogatory language and being disrespectful towards an adult will result in being taken to a member of the senior leadership team straight away. Sanctions may include: loss of the remaining lunchtime or a temporary ban from a sport at lunchtime to ensure all children are safe and have a happy and enjoyable lunchtime..

Sexual harassment and sexual violence

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

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

The school's response will be:

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

The sanction for sexual harassment and violence will be decided by the Head teacher or the Deputy. The level of sanction will be proportionate to the level of sexual harassment and violence involved and will be decided on a case-by-case basis.

All incidents of sexual harassment and violence will be recorded on CPOMs. The Headteacher will respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

1. Responding to a report
2. Carrying out risk assessments and the use of Brooks Sexualised Behaviour Traffic Light Tool, 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 the Crosslee Community Primary School Safeguarding policy for more information.

Off-site behaviour

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

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

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

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

Behaviour online

The school has a clear Online policy and ICT Acceptable Use policy for when children are online. Even though the online space differs in many ways, the same standards of behaviour are expected online as they apply offline and everyone should be treated with kindness, respect and dignity.

All incidents relating to online safety is a partnership concern and is not limited to school premises and equipment or the school day. Bullying, harassment or abuse of any kind via digital technologies or mobile phones will not be tolerated and complaints of cyber bullying will be logged on CPOMS, a sanction will be given and parents informed.

Where an incident may raise a safeguarding concern, the Designated Safeguarding Lead will be informed who will follow the safeguarding policy and the statutory principles set out in Keeping Children Safe in Education.

Suspected criminal behaviour

In cases where a member of staff suspects criminal behaviour, the Head teacher will make an initial assessment of whether the incident should be reported to the police only by gathering information to establish the facts of the case. These investigations will be fully documented and recorded on Cpoms.

If a decision is made to report an incident to the police, Crosslee will ensure any further action does not interfere with police investigations and may choose to enforce sanctions as long as they do not conflict with police action.

When making a report to the police, it will often be appropriate to make a report to local children's social services. The Designated Safeguarding Lead will take the lead on this report and follow the statutory principles set out in Keeping Children Safe in Education.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

Crosslee recognises that some pupils will need additional support to reach the expected standard of behaviour set out in this policy. The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where possible, support will be identified and put in place as soon as possible. Targeted interventions, such as Zones of Regulation, are used to improve pupil behaviour and support is provided to all pupils to help them meet behaviour standards, making reasonable adjustments for pupils with a disability as required.

Where necessary, adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Staff at Crosslee seek support and advice from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

The school may involve Bridgelea Primary Pupil Referral Unit for planned intervention for pupils who display severe behavioural difficulties. This may involve the pupil attending the learning support unit for an assessment place for an extended period. Where possible, pupils who have attended Bridgelea Primary Pupil Referral Unit, will be reintegrated back to Crosslee, following strategies set out by Bridgelea.

Not all pupils requiring support for their behaviour will have identified special educational needs or disabilities. These pupils will receive targeted interventions and staff will work with parents to create a behaviour plan which will be reviewed on a regular basis. As part of this plan, likely triggers will be identified and preventative measures will be put in place to support pupils. Preventative measures may include: movement breaks, fidget toys or adjusting seating plans.

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

Searches and Confiscation of inappropriate items

The Head teacher and any staff member they authorise, has the power to search without consent for 'prohibited items'. Searches will always be conducted with the Head teacher present. 'Prohibited items' include:

- Knives and weapons
- Stolen items
- Alcohol
- Drugs
- Tobacco and cigarette papers
- Child pornography
- Any item that has been or is likely to be used to commit an offence
- Any item that has been or is likely to be used to cause personal injury or damage to property
- Any item banned by the school rules

For matters pertaining to content on a child's phone, the Headteacher will always be present.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff will ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is formed.

The search will take place in an appropriate location. Where possible, this will be away from other pupils. The law states that the member of staff conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness to the search. A member of staff may search a pupil's outer clothing, pockets, possessions or desks. The pupil will not be required to remove any other clothing than outer clothing. A pupils' possessions can only be searched in the presence of the pupil and another member of staff.

Whether or not any items have been found as a result of a search, the DSL will be informed and they will consider whether the reasons for the search, the search itself or the outcome of the search give cause to suspect the pupil is suffering or likely to suffer from harm and whether any support is needed.

Any search that takes place will be recorded on Cpoms and parents will be notified.

Weapons and child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Searching and screening pupils is conducted in line with DFE's guidance on searching, screening and confiscation, July 2022. Any child that has been found with a confiscated item will be asked to come to school with their parent(s) who can search them and verify they haven't got any prohibited items on them.

Power to use reasonable force

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children. This may include, preventing pupils committing an offence, injuring themselves or others or damaging property.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than needed'.

Incidents of physical restraint must:

- Consider the risks carefully and recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.
- 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 on CPOMs and reported to parents

At Crosslee, we have a team of staff trained in Team Teach. Staff follow the Department for Education Use of reasonable force advice (reviewed June 2019).

Suspension and Exclusion

On rare occasions, particularly when a pupil is persistently disruptive and supportive and sanctions are not deterring misbehaviour, further action may be needed. In serious instances, it may be felt appropriate to exclude a pupil. This is to ensure that other pupils and staff are protected from disruption and can learn in safe, calm and supportive environments.

Exclusions will usually be for a short, fixed period but these may be extended when engaging the support of other agencies. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or there may be times when permanent exclusion is used in extreme cases.

If a pupil is given a permanent exclusion, they will no longer be allowed to attend Crosslee (unless reinstated). The Head teacher will only make the decision to permanently exclude a pupil when:

- there has been serious breach or persistent breaches of the school's behaviour policy;
- where allowing the pupil to remain at Crosslee would seriously harm the education or welfare of the pupils or others such as staff or pupils in the school.

When the Head teacher suspends or permanently excludes a pupil, they will inform parents, the governing body and the local authority without delay. This must be done regardless of the length of a suspension.

The Head teacher will follow LA Exclusion Policy and Procedures along with DfE guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2022.

Managed Move

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved. A managed move will only occur when it is in the pupil's best interests. Managed moves will be offered as part of a planned intervention.

Where a pupil has an EHC plan, Crosslee will contact the Local Authority prior to the managed move. If the LA, both schools and parents are in agreement that there should be a managed move, the LA will follow the statutory procedures for amending the EHC plan.

Safeguarding

Staff in school understand that behaviour could give cause to suspect that a child is suffering, or is likely to suffer significant harm. Where this may be the case, report the behaviour as a safeguarding concern to the designated safeguarding lead.

If a pupil has a social worker, including if they have a Child in Need plan, a Child Protection plan or are looked-after, the DSL will notify their social worker of incidents of misbehaviour or exclusion. If a pupil is looked-after, the Designated Teacher will appropriately review and amend their Personal Education Plan and notify the Virtual School Head.

Mental Health

The mental health of children and adults in school, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences. All children have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody. Crosslee offers a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community. Any concerns around mental health and pupils' behaviour will be logged on CPOMs and if further support is needed from other agencies referrals will be made to these services.

Relationship to Other Policies

Crosslee acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs. This policy should be read in conjunction with the following documents:

- E-Safety Policy
- Child Protection & Safeguarding Policy
- Equality Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Mental Health Policy