



## **IDE HILL CE PRIMARY SCHOOL BEHAVIOUR POLICY**

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love. Our vision is based upon by 1 Corinthians 16:14. Our Key Values are: Respect, Love and Responsibility

**REVIEWED: December 2025**

**TO BE REVIEWED: November 2028**

Signed: Headteacher, Miss Elizabeth Alexander and Miss Jeanine Johnson	<i>EAlexander</i>
Signed: Anne Fletcher, Chair of Governors	<i>Anne Fletcher</i>

## **Behaviour culture**

At Ide Hill Primary School, we understand that nurturing positive, productive relationships is at the heart of ensuring school is a safe and secure environment for our pupils to thrive. We need to provide a calm, consistent and emotionally stable surrounding for pupils that is conducive to learning. Through close work with families and the community, we focus on building positive relationships based on mutual trust and respect between pupils and staff, and pupils with their peers.

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. We nurture all children in a Christian environment. It is our aim that every member of the school community feels valued and that each person is treated fairly so that all children can learn to live together harmoniously within the school community.

Our behaviour policy is guided by the 6 principles of Nurture

- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Children's learning is understood developmentally.
- All behaviour is communication.
- Language is understood as a vital means of communication.
- Transitions are significant in the lives of children.

Based on our school values -respect, love and responsibility, we believe that:

- Positive behaviour can be modelled and taught through a consistent language.
- Behaviour is the communication of an emotional need, whether conscious or unconscious
- By taking a non-judgemental, empathetic attitude towards behaviour, we ensure that our community responds in a way that focuses on the feelings and emotions that drive certain behaviours, rather than the behaviour itself.
- Making mistakes is a normal part of growing up, and everyone can learn from the mistakes they make - inappropriate behaviour will be used as a learning event.
- Reflective thinking must be taught to ensure pupils take responsibility for their own words and actions.
- Everyone can learn to regulate their own emotions and behaviour.
- We should celebrate positive behaviour choices and deal with poor behaviour choices consistently by maintaining clear boundaries and expectations.
- Consequences should be based on justice, forgiveness and restoration.

Our approach to behaviour is based on 3 (show yourselves to be) key principles. Pupils should:

Show respect

Show responsibility

Show kindness (love)

### **Aims**

Through our positive behaviour policy we aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values.
- Ensure pupils learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility.
- Develop a culture for positive behaviour to support pupils to access the curriculum and to give pupils the opportunity to reach their full potential.
- Provide a safe environment and support our pupils to develop their skills to self-regulate, reflect, communicate and restore relationships when needed.
- Support pupils to become independent and self-aware, skills that will support them beyond their school years.
- To create an environment where all are treated with dignity and respect.
- Use a fair and consistent approach to behaviour across the whole school, making adaptations as needed to ensure equity for all.
- Ensure all staff feel confident and empowered to promote our school approach to behaviour as laid out in this policy.
- Children feel supported to become positive, responsible members of the school, local and world community.

Our school vision and values promote a system of positive and restorative behaviour. This system promotes telling the truth, taking responsibility acknowledging harm and accountability. Children are encouraged to develop empathy, effective communication skills and demonstrate respect, understanding the impact of their own behaviour on others and themselves, and provides opportunities for pupils to make amends for their behaviour. By following this approach, we endeavour to support self-restoration through the act of forgiveness, supporting children's sense of security, self-confidence and repairing relationships with their friends.

### **Behaviour expectations**

In order to maintain clear boundaries and a safe environment, it is important that all children follow the behaviour expectations to create a positive learning environment. These behaviours are expected from EYFS through to Year 6, appropriate to their age, and in all areas of the school inside and out.

<b><u>Show Respect</u></b>	<ul style="list-style-type: none"> <li>-Pupils will display active listening</li> <li>-Pupils will listen to all adults and follow instructions</li> <li>-Pupils will display a positive attitude to all staff and peers</li> <li>-Pupils show good manners to all members of the school community and outside visitors</li> <li>-Pupils take pride in the school environment (we look after all property)</li> <li>-Pupils will walk quietly and calmly around the school.</li> </ul>
<b><u>Show responsibility</u></b>	<ul style="list-style-type: none"> <li>-Pupils wear the correct uniform (including for PE) and present themselves smartly.</li> <li>-Pupils will line up quietly and calmly.</li> <li>-Pupils will understand and use inside and outside voices.</li> <li>-Pupils will be punctual and prepared for each lesson.</li> <li>-Pupils will be ready to learn using self-regulation appropriately.</li> <li>-Pupils will always try their best.</li> </ul>
<b><u>Show Love/ Kindness</u></b>	<ul style="list-style-type: none"> <li>-Pupils will be kind to themselves and others (words and actions)</li> <li>-Pupils will be honest.</li> <li>-Pupils will be gentle-we do not hurt others</li> <li>-Pupils will not use any language or words that aim to hurt, disrespect, bully or show intolerance to others</li> </ul>

### **The behaviour Curriculum**

At Ide Hill School, we are first and foremost a community of learners and therefore explicitly teach children about behaviour. We do not presume that all children know, without instruction, how to behave in all situations.

Underpinned by our school values (love, respect and responsibility), we promote positive behaviour throughout the school day and also within the curriculum. This ensures our behaviour expectations are embedded across all aspects of school life enabling our children to develop the skills needed to become positive citizens, now and in the future.

### **Behaviour for learning**

We work hard to create an environment where good behaviour is at the heart of productive learning. We believe that explicitly teaching children effective learning behaviours and vital social and emotional skills, will help to reduce the need to

manage misbehaviour. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. We therefore actively teach our pupils to be self-reflective of their own behaviours.

Through our curriculum, we teach:

- Empathy, kindness and assertiveness
- Emotional literacy and self-awareness
- Self-regulation (Colour Monsters and the Zones of Regulation curriculum)
- Social development - creating meaningful relationships with adults and peers
- Emotional responses and how the brain works
- Growth mindset - all behaviour incidents are a chance for us to support children to develop and grow and this has informed our response when children display negative behaviour.
- Appropriate and inappropriate behaviours.
- About bullying, intolerance and protected characteristics

## **PSHE**

In PSHE, our aims are to provide children with the knowledge and skills to keep themselves happy, healthy and safe, celebrate differences, as well as to prepare them for life and work.

### **British Values**

British Values (Democracy, rule of law. Individual liberty and respect and tolerance) are promoted across the school in all subjects and are referred to often. We teach through lessons and assemblies, what it is like to be a citizen in a modern and diverse Britain, valuing our community and celebrating the diversity of the UK.

### **Collective worship and assemblies**

Collective worship in school promotes positive behaviour through songs, stories, discussion and reflection about God, Jesus, religion and world issues. We are inclusive and encourage all pupils to take part. Behaving positively is promoted in every act of worship.

### **Self - regulation - Colour Monsters / Zones of Regulation Curriculum**

The Colour Monsters and The Zones of Regulation curriculum are used to teach self-regulation strategies explicitly. Once pupils can name and understand their feelings, they are better equipped to develop and use a toolbox of strategies to regulate their emotions. Additionally, this curriculum helps pupils to recognise their own triggers,

learn to read facial expressions and become more attuned to how their actions affect other people.

### **Restorative practice**

A restorative approach is used following behaviour incidents to model to our pupils the importance of putting things right when things have gone wrong. This helps them to reflect on and learn from their mistakes in order to make positive changes. The approach particularly focuses on the importance of repairing and restoring relationships between members of the community. The restorative approach is driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability.

### **Promoting positive behaviour**

The best form of behaviour intervention acknowledges and enhances the positive. Behaviour expectations must always be clear, with dedicated time to embed routines, ensuring understanding.

Positive behaviour is reinforced through verbal praise, house points, positive communications from the teacher and teacher awards. See Appendix 5 for full details.

To ensure we create the best conditions to promote positive behaviour, we:

- Ensure all adults are calm, consistent and fair in their response to behaviour
- Have clear expectations and routines that are understood by all.
- Have clear rewards and sanctions that are consistently applied.
- Use a common and consistent language to support positive behaviour - understood by all
- Explicitly teach children behaviour (Teaching, not telling, children how to behave)
- Teach active listening skills
- Model the behaviour we are expecting
- Support pupils to practise appropriate behaviour
- Notice and acknowledge positive behaviour: recognising, describing and explaining what we want to see
- Intervene early using de-escalation techniques (See appendix 6)
- Adapt our approaches, where needed, for specific pupils with additional needs.

All adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- CREATE conditions for excellent behaviour
- TEACH behaviour explicitly

- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour through praise and reward.

### **Managing Whole Class Behaviour**

Positive environments for learning are of paramount importance. All staff are therefore trained and supported to develop and use positive behaviour strategies, including the use of positive language, praising the effort not the result and using growth mindset language. Specific behaviour targets for a class will be created as necessary.

Positive whole class rewards such as class treats may be effective to support the development of a happy and calm environment for the children to learn in.

Whole class sanctions should be avoided where possible but can be used to support the development of the class working collaboratively to create a safe and happy environment. If persistent issues arise with a class, class rules will be re-established and re-modelled in line with this policy. Further support will come from SLT.

### **Managing low level poor behaviour**

Poor Behaviour is defined as, but is not limited to:

- Disruption in lessons, around school, between lessons, at break and lunchtimes
- Poor attitude (in line with school expectations)
- Non-completion of classwork due to behaviour
- Moving round school in an unacceptable way
- Lining up noisily

Staff are expected to deal with behaviours in their own class first by following strategies as set in table below and then, if further support needed, follow the order of hierarchy of key stage leaders, Co- Headteacher and Headteacher as a final stage.

At Ide Hill Primary School, we understand the need to de-escalate situations and the importance of having a consistent whole school approach to this. This should always be the first port of call; examples of how this can be achieved are set out in.

When learners are not able to focus in class and strategies of positive reinforcement and remodelling are not successful, the following should be followed as a guide to focus learners - not necessarily a checklist. As a principle, this should be reset at the beginning of each lesson. The consistent language should be applied.

**See the chart below outlining procedures to deal with low level poor behaviour choices.**

<b>Strategies for keeping focussed</b>
These will be used consistently in a lesson and could range from making eye contact to placing a hand on a table in front of a child. Using a child's name to ensure they are following instructions is also possible. This is a gentle reminder to refocus and an opportunity for self-regulation.
<b>Reminder</b>
'This is a reminder that at Ide Hill School we show love, respect and responsibility so that we are ready to learn. Thank you.'
<b>Stop and Think</b>
'I have reminded you that at Ide Hill School we show love, respect and responsibility. This is now a Stop and Think card. You are disrupting the learning of others. Please step outside the classroom/or go to... for a few minutes to refocus until you are ready to continue your learning. Thank you.'
<b>Warning</b>
At Ide Hil School we respect through listening so that everyone can learn. If you are unable to show our values and continue to disrupt the class, you will go to another class for 10 minutes to refocus. Thank you.
<b>Consequence</b>
You have chosen not to follow the behaviour steps at Ide Hill School so there will be a consequence.

<b>Consequence-Reset time</b> <b>Restorative talk as part of process</b>	
<b>Poor behaviour choices</b>	<b>Dysregulation</b>
If a child has reached this stage, a consequence may be necessary. Please ensure this is immediate. Time out/ away from the situation they are in. Consequence applied	<u>Self-regulation</u> The child will be offered time to use their Zones of Regulation toolbox to get themselves back to a ready state of learning. This could take place in class or just outside.
<b>Consequence-Supported reset time</b>	
As above but may need a different adult to speak to them. This could be from another colleague in the same year group or SLT. Consequence applied.	<u>Co-regulation</u> As above but in a parallel year group or with a different adult that has been identified to support the teaching of regulation.



**At each stage the child will be given a card that shows them what stage they are in our behaviour procedure. A consequence card will be recorded on Cpoms by the member of staff who gave the consequence.**

**Consequences for low-level disruptions could include:**

- A brief behaviour discussion as soon as possible (this may be during playtime). This should address what the underlying reason for the continued disruption was, why this caused a problem for the child and other learners (link to love respect and responsibility), supported remodelling of how this can be put right and reassurance that there is a fresh start. There may be an additional focus / target for the child for the next lesson.
- Loss of some of the child's playtime. (Not the whole playtime for low level, this is a chance for restorative discussions.) SEND children may need more movement breaks after this.
- Last out to play or move position in a line or place in class.
- Loss of a privilege
- Writing an apology to the person their behaviour had an effect on.
- A phone call or e-mail home to report continued poor choices (three or more during the week). This may then lead to a meeting with parents.

When issues arise around the completion of work, pupils may be expected to complete their work during part of the playtime but this should be decided on a case-by-case basis. Persistent low-level disruptions, along with persistent incomplete work, is addressed through reflecting on the activities pupils are set - support for this is available from the SENCO. Parents will be made aware of any adaptations or to discuss effort and attitude towards work.

If a child receives a consequence this will result in an immediate discussion or email home to the parents explaining what had happened and the consequence. It is possible for a child to go straight to a consequence for some moderate behaviour and all severe behaviour.

If a child continues to receive two more stages on our behaviour log, then their parents will be invited in to discuss their behaviour.

If the behaviour continues the child will be put on a behaviour report so that their behaviour is monitored on a regular basis by the class teacher and SLT. This will allow the child to see the benefits of positive behaviour and how it feels to celebrate what they do.

### **Managing behaviour During/ After Unstructured Time**

As a school, we understand that pupils can find it difficult to keep in control of their emotions, particularly during unstructured times of the day (including playtimes).

Staff will use the key principles of **love, respect and responsibility** when discussing behaviour choices and follow the steps set out in the section on managing low level behaviour in this policy to engage with pupils and resolve issues by listening and supporting learners (through restorative talk) to regulate their emotions and find solutions to problems.

All members of staff have a shared responsibility to ensure that pupils are “regulated” after playtime issues. We expect that pupils should be ready to learn at the end of playtime and should be proactive in ensuring that issues do not encroach on learning time.

The following chart shows some common responses to behaviour that may be seen on the playground.

During missed	Behaviour choice	Consequence
	Arguments	Spoken to by member of staff on duty, restorative talk - class teacher informed
	Taking other people's belongings	Spoken to by member of staff on duty, restorative talk - class teacher informed
	Bad language	Class teacher informed (Consequence dependent on context e.g. missed playtime or immediate time out)
	Pushing (Aggressor or retaliation)	Class teacher informed, restorative talk (Consequence dependent on context e.g. missed playtime or immediate time out)
	Noisy lining up	Spoken to by member of staff on duty, restorative talk - class teacher informed
	Destroying/ not taking care of equipment	Class teacher informed, restorative talk (Consequence dependent on context e.g. missed playtime or immediate time out)

playtimes the use of restorative talk will be used to help pupils understand where wrong choices were made to prevent them from making poor behaviour choices again. If there are multiple examples or a pattern emerges, teachers will liaise with SLT who will investigate further. If there is a more serious incident on the playground, children will be removed calmly from the situation and SLT will be called for support.

### **Wet Play**

Children will be expected to follow rules of moving around the classroom sensibly, play appropriate games sensibly and quietly, ask permission to leave the room and not use IT equipment (ipads, interactive board etc). Class teachers will share rules with the class and adults supervising to ensure all children and adults understand their expectations.

### **SEND and Inclusion**

Our behaviour expectations are high and we recognise the need to support all pupils to achieve this. Where adaptations are necessary to this policy, they will be made in conjunction with the SENCO and senior members of staff at the school. We treat the needs of each child as an individual and will work with agencies, parents and the child to cater for their needs.

In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Positive Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour-related learning difficulties. This will prevent a disproportionate impact of the school's behaviour framework on those vulnerable pupils.

Where necessary an individual behaviour plan risk assessment or child high profile sheet will be developed for some pupils, usually in partnership with the parents and class teacher. This will document the reasonable adjustments in place for an individual and will make others in the school aware of the behavioural strategies needed for that child. This plan/ risk assessment/high profile child sheet will be regularly reviewed and will contain the specific strategies to be used. These will be specific to each child but may include things such as safe spaces to calm, specific interventions linked to behaviour, alternative playtimes, careful seating position, movement breaks, use of resources such as fidget aids and ear defenders.

### **How Do We Define Serious Behaviour?**

Serious poor behaviour includes, but is not limited to:

- Physical aggression (punching / kicking / biting etc)
- Verbal aggression
- Inappropriate language
- Any form of prejudice
- Bullying (See below)
- Repeatedly failing to follow the school policy
- Child-on-child abuse
- Possession of prohibited items
- Refusal to join in with activities and engage with adults.

Any article a staff member reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Illegal drugs
- Knives and weapons
- Alcohol
- Tobacco and cigarette papers/Vapes/Electronic cigarettes
- Fireworks
- Pornographic images
- Stolen items

The school follows the DfE guidance on searching, screening and confiscating items.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

### **How Do We Define 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, but is not limited to:**

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>➤ Racial</li><li>➤ Faith-based</li><li>➤ Gendered (sexist)</li><li>➤ Homophobic/biphobic</li><li>➤ Transphobic</li><li>➤ Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, 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

**Please see anti-bullying policy for further information. This type of behaviour will be dealt with under the managing serious behaviour.**

### **Managing More Serious Behaviour (SLT involvement)**

A member of SLT will be notified and seek to establish the facts around the incident. The following are important to establish an appropriate response:

- Was there intent?
- What preceded the incident?
- What is the age of the child?
- Have there been previous incidents?
- Have previous targets / rules been adhered to?
- Is there a pattern to the behaviour?

Details will be recorded on CPOMS. Following this, relevant consequences could include:

- Missed playtime/ contact with parents (Telephone call / letter home / Formal meeting)
- Restorative work (between pupils / towards school / staff)
- Managed playtimes (rotas / playground zones)
- Removal from the playground (This should have a clear purpose and time scale)
- Directed work around the incident ("What were my triggers" for example)
- Removal of school privileges
- A behaviour support plan / behaviour targets set (HT report card)
- Removal from classroom
- Flexible timetable. (Reported to governors and Local Authority)
- Fixed term suspension ( see below for details) (Reported to governors and Local Authority)
- Permanent exclusion (see suspensions and permanent exclusions policy) (Reported to governors and Local Authority)

Parents will be informed of the behaviour incident and any relevant consequences.

### **Behaviour Reports and Individual Behaviour Plans**

If a child is displaying behaviour that is continually disruptive (continued behaviour after meeting with the parent), unsafe or difficult to manage they will be put on report and may be given an IBP. These are focused on working positively with the child to address behaviours and recognises that the behaviour presented is likely to be communicating an unmet need. (see appendix 8 for example)

#### **How the IBP will be written:**

- Outline/give a description of the behaviour being presented
- Consider reasons for the behaviour
- Identify proactive strategies to keep the child happy and calm
- Recognise early warning signs (when the child becomes anxious) and think about how to respond to these to prevent escalation
- Identify reactive strategies outlining what to do to keep everyone safe
- Targets for improvement
- Support to be given
- The IBP will be written and agreed between a member of SLT and parents.
- It will be reviewed to consider its effectiveness.

### **Beyond the School Gate**

The school will work with all relevant parties to deal with behavioural issues beyond the school gates.

This includes when pupils are:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school

Or when behaviour:

- 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.

In most instances dealing with these issues will be with the parents of children. If activity is of a criminal nature or poses a serious threat to the public, the police will be informed.

### **Suspensions**

When other strategies have been tried but not been successful or a child has displayed behaviours that are unsafe for other children and staff, the Headteacher may decide to implement a fixed-term suspension (please see the Suspensions and exclusion policy). This is in line with the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. All decisions to suspend a child will be a last resort. This will also be discussed with the parents.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend, unless it would not be appropriate to do so. The length of a suspension will be determined by the Headteacher. The Headteacher will notify the Local Authority of all suspensions without delay, regardless of the length of the suspension. A reintegration meeting with the parents/carers will take place on or prior to the first day back from the suspension.

The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2022 (DfE).

### **Permanent Exclusions**

In extreme cases the decision will be made to permanently exclude a pupil (please see the Suspensions and exclusion policy). Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others. A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to school expectations. This will also be discussed with the parents.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to permanently exclude, unless it would not be appropriate to do so. Once the Headteacher has made the decision to

permanently exclude a child a panel of three governors must meet with the Headteacher and the child's parent(s). The Panel will consider the Headteacher's decision and make one of two decisions – either to reinstate the child or to uphold the permanent exclusion.

The Headteacher will notify the Local Authority of all permanent exclusions without delay. The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023 (DfE).

### **Support for Staff**

#### **1. Dealing with Challenging Behaviour:**

All staff receive advice and training on behaviour management on induction and throughout their time at school. We believe that positive behaviour management is fundamental to providing a safe, secure learning environment, and as such, every staff member is aware of and will support any other colleague with behaviour management. Staff who are having difficulty with a class, group or individual are encouraged to speak to a member of the Senior Leadership Team for advice and support. Coaching will often be used as a tool to support staff members and team teaching, observations, modelled teaching and other methods can all be used to support any staff member with their management of behaviour. If necessary, a support plan can be used.

#### **2. Right to a safe working environment & malicious allegations**

Any discrimination, bullying or harassment of staff by pupils (including online) will not be tolerated, whether this occurs on or off the school premises or during term times. This includes any discrimination as detailed in the protected characteristics set out in the Equality Act. The Headteacher will use their professional judgement to deal with any problems arising in the following ways:

Pupils will be spoken to and dealt with in line with the behaviour policy

- Parents will be informed and school will seek to work with parents to change the behaviour of the pupil/s
- The pupil may be permanently removed from a particular class in order to safeguard the staff member, or other children
- Where a person threatens or assaults a member of staff, or an allegation is found to be malicious, the police may be informed and formal complaints made

Please note: Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. Local authorities and governing bodies have legal powers to prohibit access to school premises.



The school code of conduct details further information on how we expect parents / carers and visitors to treat members of the school community.

### **3. Pastoral care for school staff accused of misconduct.**

All staff accused of misconduct will be supported in line with the policies for misconduct which are adopted from the LA exemplar policy. Any accusations against staff with regards to behaviour will be dealt with in line with the misconduct policies set out by the LA and adopted by the school's Governing Body.

Pupils who are found to have made malicious accusations against school staff will be subject to the same restorative practice as outlined above. This will be dealt with by the Headteacher or Deputy Headteacher. Each incident will be judged on a case by case basis, taking all facts into account.

### **Roles and responsibilities**

Everyone at Ide Hill has the right to be safe, feel respected and have the opportunity to learn. We believe in an inclusive and positive approach to behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the behaviour of our pupils in school.

### **Recording and monitoring**

When a child is given a card for their behaviour this will be logged on a behaviour recording sheet. The initials of the person recording/giving the card will need to be written next to every entry. If a child is given a consequence a short description is needed next to the entry and what has happened will need to be recorded on Cpoms, stating whether the behaviour was low, moderate or severe (please see descriptions in this policy pg\_ for help with this).

Once every term the member of SLT responsible for behaviour will monitor the behaviour of classes by looking at the recording sheets and entries on Cpoms. They will then discuss with class teacher any children that have not already been flagged in safeguarding meetings, child spot or by the class teacher prior to the monitoring.

### **Legislation, Statutory Requirements and Statutory Guidance**

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

➤ Behaviour in schools: advice for headteachers and school staff 2022:

<https://www.gov.uk/government/publications/behaviour-in-schools--2>

➤ Searching, screening and confiscation: advice for schools 2022

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

➤ The Equality Act 2010

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

➤ Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

➤ Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023

<https://www.gov.uk/government/publications/school-exclusion>

➤ Use of reasonable force in schools

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

➤ Supporting pupils with medical conditions at school

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

➤ Special Educational Needs and Disability (SEND) Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils

<https://www.legislation.gov.uk/ukpga/2002/32/section/175>

➤ Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property <https://www.legislation.gov.uk/ukpga/2006/40/section/88>

➤ DfE guidance explaining that schools must publish their behaviour policy and AntiBullying strategy online

➤ 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.  
<https://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>

### **Linked Policies**

Anti-bullying policy

Code of Conduct

Suspensions and exclusions policy

Safeguarding policy