



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

BEHAVIOUR POLICY

Primary setting





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Introduction

1. Educational excellence, character development and service to communities are the foundations for our approach to leading and managing learning and behaviour at the School. At the core of our mission is the belief that all pupils can make outstanding progress in their learning, their character development and in their development as good leaders. For this to happen, they must each have an excellent attitude to learning, incorporating regular attendance at School and outstanding behaviour.
2. We expect behaviour to be outstanding and for all pupils and adults to show their respect for each other and behave in a way that supports each other's learning.
3. We see outstanding behaviour as pupils behaving well because they know how to and because they want to, not because an adult tells them to.
4. Through actively promoting pupils' behaviour for learning, we develop pupils who are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their School.
5. Outstanding pupil behaviour will be achieved through a culture and ethos of high expectations, excellent modelling of good behaviour and effective systems that incentivise good conduct and deter poor behaviour.
6. To support the aspiration of outstanding behaviour, teaching in the School must be great: outstanding teaching motivates and inspires pupils. They will want to be at the School and want to engage in learning.
7. The School has zero tolerance of poor behaviour and bullying. The expectations of personal behaviour must be made explicit. The School rules and the consequences of breaking them must be clear to everyone.
8. All pupils must be leaders and role models in behaviour as part of their responsibility as a member of the School.
9. All pupils and staff must respect each other's rights and accept their own responsibilities.

Aims

10. To ensure that pupils feel safe in School and the emotional well-being of pupils is not compromised.
11. To ensure that behaviour-related policies, procedures and structures are clear and used consistently by all staff.
12. To promote zero tolerance of vandalism, abuse and violence.
13. To ensure that all pupils make an exceptional contribution to a positive learning environment.
14. To encourage all pupils to have an excellent, enthusiastic attitude to learning, enabling lessons to proceed without interruption.
15. To ensure that where pupils have behavioural difficulties, these are identified early, and pupils are well supported to ensure excellent improvements over time.
16. To nurture pupils that are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.



17. To ensure instances of Fixed Term Exclusion are rare and there are no permanent exclusions.
18. To facilitate highly effective collaboration with parents and pupils to ensure that persistently disruptive behaviour is challenged and eradicated.
19. To support the mission, vision and values of the Trust and its establishments.

Who is responsible for this policy?

20. The Trust has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory or Trust framework. The Trust has delegated day-to-day responsibility for operating the policy to Star Central, the Local Governing Body and the Principal of each primary school.
21. The Local Governing Body and Senior Leadership Team at each Trust primary school has a specific responsibility to ensure the fair application of this policy and all members of staff are responsible for supporting colleagues and ensuring its success.

Strong school leadership

22. Star Academies, together with the Local Governing Body, will support the Principal and Senior Leaders of the School in securing outstanding behaviour.
23. The Principal will monitor incidents of unacceptable behaviour in School and report to Governors and Star Central on the standards of behaviour as part of the School's routine self-evaluation procedures.
24. The Principal and the Senior Leadership Team will support all staff in maintaining good discipline and will keep staff, parents and Governors up to date with DfE guidance relating to behaviour in Schools.
25. Unacceptable behaviour will be dealt with promptly and effectively.
26. Incidents of unacceptable behaviour will be recorded on SIMS and used to update the half- termly Behaviour Risk Register (as part of the Pastoral Risk Register).

Setting expectations of behaviour

27. For a behaviour system to be successful there needs to be consistency in the approach throughout the School and clear expectations upheld by all adults working in School.
28. The School sets out clear and explicit expectations of all stakeholders. For staff, this is set out in the Code of Conduct for staff, which is made available to all staff and is provided within the Staff Handbook issued each year.
29. Expectations of pupil behaviour in School are based on the School STAR values and Class Golden Rules and will be shared with pupils using this language.
30. The STAR Values are:
 - Service – Being a responsible citizen our community;
 - Teamwork – Working together for excellence;
 - Ambition – Aspiring to be our best;
 - Respect – Treating others as we wish to be treated.



31. The Class Golden Rules are:
 - We are gentle;
 - We listen;
 - We work hard;
 - We look after things;
 - We are honest;
 - We are kind and helpful.
32. The STAR Values and Class Golden Rules are prominently displayed around School and are in every classroom.
33. When dealing with incidents of poor behaviour, reference will be made to the STAR Values and Class Golden Rules. Similarly, when pupils are rewarded, the Class Teacher will make clear which of the rules and values they are rewarding to help all pupils to understand what outstanding behaviour looks like in School.
34. In addition, the expectation of pupil behaviour at an individual level is captured in the Pupil Code of Conduct. The Code of Conduct explicitly states how pupils are expected to behave in and around School and beyond the School gates.
35. The School also has a detailed Rewards and Sanctions procedure which outlines the specific arrangements for recognising and rewarding pupils who demonstrate positive behaviours and for addressing challenging behaviour and imposing sanctions.
36. The critical role that parents have in ensuring their child can learn in School and develop personal responsibility for their own behaviour is captured in the Parents' Handbook, which every parent receives as part of the induction programme when their child is admitted into the School.
37. All paid members of staff with responsibility for pupils have the statutory authority to address pupils' unacceptable behaviour and must follow the guidance contained in the School's policy and procedures in order to ensure a consistency of approach throughout the School.
38. When dealing with pupils, the School believes in the importance of offering choices from a number of restricted options. This helps to de-escalate tense situations and ensures that pupils do not feel that they have lost control over their actions.
39. The School believes in "certainty" rather than "severity" when dealing with instances of challenging behaviour.
40. Disruptive or inappropriate behaviour has a cause and the long term focus is to help all pupils to have high self-esteem and behave in an appropriate way in each situation.

Behaviour strategies and teaching of good behaviour (including anti-bullying)

41. As a School, it is part of our core mission to encourage pupils to grow as individuals. An important element of this is personal growth, and pupils are encouraged at all times to reflect on the core, STAR values and how their behaviour reflects these values. Over time, they are given opportunities to develop aspects of their personality in order to develop each of the values as they increase in maturity.
42. Strategies are put in place to tackle low level disruption in class. These include: sharing with pupils why it is important to behave well, based on the STAR values and Class Golden Rules; how to



- regulate their own behaviour and to “lengthen the fuse” when things are not going well; making good choices about who to sit with and where to sit.
43. Where incidents occur pupils will be given time to calm down before being given an opportunity to reflect on what happened, before speaking with an adult to discuss any incident.
 44. Pupils will always be expected to, and provided with an opportunity to, set right what has gone wrong if this involved upsetting someone else or damaging somebody’s property.
 45. Pupils will, through an extensive programme of PSHE (SEAL) be taught that no one has the right to hurt anybody else by hitting or kicking them, calling names, spreading rumours about them or anything else (including the use of social media) that is intended to cause upset or harm. Through this programme of study pupils will be clear what is meant by the term bullying, that it is not tolerated at the School, and how to access support if it is encountered. They will also learn in more detail about the behaviours that characterise the various STAR values, and how to grow and develop these.
 46. Pupils will be made aware that any repetition or pattern of unkind behaviour will be treated as bullying. Bullying is not tolerated. Incidents will be dealt with in line with the Star Anti-Bullying Policy. Incidents will always be investigated fully and, where there is indisputable evidence that bullying has occurred, sanctions will be agreed alongside a support strategy for all pupils involved. Parents will always be notified and involved.

Classroom management

47. Strong classroom management is the key to promoting good behaviour in lessons. We expect all classrooms to have:
 - a positive tone and inspiring teaching;
 - the STAR Values displayed;
 - the Class Golden Rules displayed;
 - the Pupil Code of Conduct displayed;
 - work that is set at an appropriate level for each child;
 - an attractive, tidy and well-cared for environment;
 - a well-planned environment where pupils can move easily, can find resources and where respect for property is fostered;
 - a Reflection Area for pupils to use for a “time out”;
 - strategic seating arrangements for when pupils are working on the carpet or at a table.
48. The school operates a behaviour management system where graduated rewards (e.g. praise, merits) and sanctions (e.g. warnings, missing social time) are used to manage behaviour within the classroom (see Rewards and Sanctions procedure).

Managing behaviour through rewards

Praise

49. The simplest and most effective reward that our pupils can have is praise. In order for praise to be most effective it needs to be:
 - specific and linked to an achievement or action of merit;
 - sincere and genuinely expressed with appropriate language and tone;
 - personalised through the use of the pupil’s name;



- consistently used in all lessons as a part of our teaching;
 - discreet and private at times when appropriate.
50. Within the established positive learning environment, pupils should expect to receive regular praise from the adults in School for notably good behaviour in line with the Class Golden Rules, effort and work and the development of the STAR Values.
51. Strategies used include:
- verbal praise and encouragement;
 - non-verbal praise - e.g. thumbs up;
 - acknowledgement of good work;
 - sending pupils to a Senior Leader to share work;
 - displaying pupils' work as exemplars of good work.
52. Praise can also be addressed to parents through a telephone call or a letter sent home.

Merit system

53. A simple merit based system is used to re-enforce desirable behaviour.

Celebrating attendance and punctuality

54. Certificates will be awarded for excellent levels of attendance and punctuality.
55. Any pupil achieving 100% attendance in a term will be rewarded with a 'Good News' postcard, sent home, as well as a certificate.
56. Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a personalised letter from the Principal, as well as a certificate.

Managing behaviour through sanctions

57. A single course of action will not be appropriate for all pupils all the time. It should be remembered that pupils at the School range from just 4 years to 11 years and therefore sanctions should be age and developmentally appropriate.
58. Sanctions issued will be proportionate to the severity and frequency of unacceptable behaviour.
59. The School will use its discretion when imposing sanctions, as not all may be appropriate or effective for every pupil.
60. The following is a range of disciplinary measures which the School reserves the right to use. These will be implemented consistently, openly and fairly:
- verbal reprimand;
 - think sheet;
 - setting extra work or repeating unsatisfactory work;
 - loss of privileges, for example, having the privilege of representing the School in sports events withdrawn;
 - missing social time at break;
 - School based community service, or the imposition of a task such as picking up litter or weeding School grounds, tidying the classroom, helping to clear up the dining hall or removing graffiti;
 - being placed on conduct or attendance report for monitoring and improvement;
 - instigating a Pupil Behaviour Support Plan.



61. For more extreme behaviour, the School may use internal isolation within a Reflection Area or invoke a temporary or permanent exclusion.
62. The School also has the power to discipline a pupil for conduct outside of the School premises. This includes:
 - misbehaviour when the pupil is:
 - taking part in any School organised or School related activity;
 - travelling to or from School;
 - wearing the School uniform;
 - in some other way identifiable as a pupil at the School.
 - misbehaviour at any time, whether the above conditions apply or not, when behaviours:
 - 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.

Verbal reprimand

63. The simplest form of sanction is the verbal reprimand. As with the 'correct' use of praise, the verbal reprimand should:
 - initially use positive reinforcement (praise) of others who are on task to challenge those who are not;
 - be clearly linked to learning e.g., '(name), work quietly please, I want you to do well in your work' ;
 - criticise the behaviour rather than the pupil;
 - be discreet and not intended or perceived as making an example of a pupil;
 - not describe the behaviour, but direct the remedial action required; e.g. Instead of 'You are chewing, (name)', it is more effective to say 'Empty your mouth, (name). Thank you.'
 - be delivered in a reasonable tone and at an appropriate volume;
 - be followed up by discreet praise once the remedial action has been taken by the pupil.

Warnings and missed social time

64. Pupils whose behaviour does not respond to informal reprimands will receive clear warnings, setting out the behaviour which is causing concern and giving the pupil time to reflect and improve their own behaviour.
65. Should this fail to improve the behaviour causing concern and a pupil continues to misbehave, they will receive a short period of 'time-out' which may be carried out at break or lunchtime.
66. Pupils who continue to display unacceptable behaviour will move to the report card system.

Report card system

67. When general concerns about the progress or attitude of a pupil have been raised or a pupil has exceeded a trigger for negative behaviours, they will be placed on monitoring reports.
68. Pupils on report cards may be considered for a Pupil Behaviour Support Plan.
69. A Pupil Behaviour Support Plan may involve multi – agency support to meet the specific needs of a pupil as identified through the Schools' Behaviour Risk Register.



Reflection and isolation

70. For serious incidents of unacceptable behaviour, or for persistently disrupting the learning environment for others, the School may decide that a pupil should be removed from their class for part of the day (first incident) or a full day (repeat incidents).
71. Internal isolation from the School community takes place within the Reflection area and is the preferred alternative to Fixed Term Exclusion.
72. Agreement for any referral to the Reflection area can only be sanctioned by the Principal. At the end of each half-term, the Principal will notify Star Central of the total number of internal isolation sanctions issued.
73. The child will be supervised at all times by a member of staff and appropriate, challenging work will be set for the duration of the day. The child may be excluded from social interaction e.g. break time etc, but must be provided with comfort breaks and the opportunity to be outside for part of break time.
74. Parents will be expected to attend School for a meeting with a Senior Leader to agree a reintegration plan before they are allowed back into lessons. At this point, the child will normally be placed on a Senior Leadership Team Report and a Pupil Behaviour Support Plan will be devised (if not already in place).
75. Should the pupil fail to comply with expectations in the Reflection Area, they may have additional time added to the sanction or, in extreme cases, they may receive a Fixed Term Exclusion.

Exclusions

Fixed-term exclusions

76. Only the Principal can exclude from school. In their absence, a Vice Principal may execute this responsibility.
77. Prior to any decision to exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with Star Central and gain support and approval before any decision is made.
78. Before any Fixed Term Exclusion is recommended, a full investigation will have taken place. This investigation will be used to judge the need for any exclusion and whether or not it should be internal or external.
79. All decisions relating to exclusion will take into account the individual needs and circumstances of the pupil(s) involved.
80. All exclusions will be made in line with Government guidance and the School will have due regard for the implications of the following when making these decisions:
 - DfE – Exclusion from maintained schools, academies and pupil referral units;
 - DfE – Behaviour and Discipline in Schools;
 - The Disability and Discrimination Act;
 - Keeping Children Safe in Education;
 - Code of Practice for Special Educational Needs;
 - The Children's Act (with particular reference to children in the Care of the Local Authority).
81. A pupil will never be placed in a situation which is detrimental to his/her health and safety as a consequence of exclusion. In school, advice on these issues can be obtained from the Designated



Safeguarding Lead, who will seek clarification from Trust and Local Authority Designated Officers, if necessary.

82. Government legislation states that 'a pupil may not be fixed term, or permanently, excluded for any of the following:
 - minor incidents e.g. low level disruption or failure to do homework;
 - lateness or truancy;
 - pregnancy;
 - breaches of school uniform and rules on appearance (e.g. jewellery/hairstyles);
 - a pupil cannot be refused admission following a fixed period of exclusion as a result of parental disengagement'.
83. Fixed term exclusions will be considered for serious misbehaviour such as:
 - actual physical violence;
 - direct verbal abuse to a member of staff;
 - failure to comply with Internal Isolation procedures;
 - placing other members of the school community at risk;
 - systematic and persistent bullying;
 - bringing materials into the school that are prohibited.
84. The exclusion can be for a fixed period (up to a maximum of 45 school days in any one academic year) or permanent.
85. A fixed period exclusion does not have to be for a continuous period. The law does not allow for extending a fixed-period exclusion or 'converting' a fixed-period exclusion into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
86. The behaviour of pupils outside the school can be considered as grounds for exclusion.
87. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases, the legal requirements in relation to the exclusion, such as the Principal's duty to notify parents, still apply.
88. Once a decision to exclude has been reached, the Principal will, without delay, provide parents with the following information in writing:
 - the reason for the exclusion;
 - the period of the fixed period exclusion or, for a permanent exclusion, the fact that it is permanent;
 - parents' right to make representations about the exclusion to the Local Governing Body and how the pupil may be involved in this;
 - how any representations should be made; and
 - where there is a legal requirement for the Local Governing Body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
89. For exclusions of up to 5 days:
 - It is the duty of the parent to supervise their child and ensure the child is not found in a public place during school hours for the first 5 days of a Fixed Term Exclusion. This will be explained clearly to the parent at this meeting;



- work will be sent home for the pupil for the following day, and subsequent days, if available and arrangements will be made for it to be collected, returned and marked.
90. For exclusions of 6 days or more:
- should the Fixed Term Exclusion be for longer than 5 days, the school is responsible for making provision, at an alternative recognised educational site or through home tuition, for the excluded pupil from Day 6 of any Fixed Term period of Exclusion;
 - it is the parents' responsibility to ensure their child attends the identified provision; as above, work will be sent to the alternative provider or home tutor for the period of exclusion and arrangements will be made for it to be collected, returned and marked;
 - the Local Governing Body, Local Authority and Star Central will be informed.
91. In all cases of exclusion, pupils cannot be denied the opportunity to complete External Examinations or Controlled Assessments. Appropriate arrangements will be put in place by the school, including off site arrangements where necessary, to complete external assessments.
92. Following a fixed period exclusion and prior to re-admission, parents will attend a re- integration meeting where a Pupil Support Plan will be agreed.

Permanent exclusion

93. Permanent exclusion is an extremely rare occurrence and will only be considered once every effort has been made to consider an alternative course of action.
94. Prior to any decision to permanently exclude a pupil from school, the Principal must discuss the circumstances of the exclusion with the Chief Executive of the Trust and gain support and approval before any decision is made.
95. The Principal / Senior Leader deputising for the Principal, in deciding whether to permanently exclude a pupil, will take into consideration statutory guidance published by the DfE in the 'Exclusion from maintained schools, academies and pupil referral units'.
96. A decision to permanently exclude will only be taken in relation to a serious breach or persistent breach of the Behaviour Policy or where allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school.
97. In the case of a one off incident of serious misbehaviour, a full investigation will have taken place prior to any decision being made.
98. When a permanent exclusion is issued as a result of persistent failure to comply with school expectations, this should not come as a shock, the School will be able to show extensive evidence of the interventions which have been put in place to support the pupil, including the use of a Pupil Support Plan.
99. For permanent exclusions, the Local Authority will be informed immediately and will arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different Local Authority.

Appeal against exclusion

100. Parents have the right to ask for the Local Governing Body to consider the exclusion of their child if they feel he/she has been treated unfairly.
101. The Discipline Committee of the Local Governing Body of the School has the responsibility to consider parents' representation about any exclusion.



102. All witness statements (anonymised) and supporting evidence will be shared with the parents/carers.
103. Parents/carers also have a right to complain through the School's complaints procedure.
104. In the case of a fixed term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Local Governing Body will consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
105. If applied for by parents within the legal time frame, the Trust will arrange for an Independent Review Panel Hearing to review the decision of the Local Governing Body not to reinstate a permanently excluded pupil.

Recording behaviour in school

106. When a pupil is awarded for good behaviour, this is entered onto their personal record by the Class Teacher via SIMS (where possible, the teacher will identify the behaviours being rewarded and recognised).
107. When a pupil is issued with a report card, moved to internal isolation, or is issued with a Fixed Term Exclusion, this is entered onto their personal record by the Class Teacher or Senior Leader via SIMS.

Behaviour risk register

108. A Behaviour Risk Register will underpin the management of behaviour and inform a range of interventions.
109. All pupils in the School will be categorised into one of four levels:
 - Category 1 – Exemplary.
 - Category 2 – Intermittently disruptive.
 - Category 3 – Frequently disruptive.
 - Category 4 – Seriously disruptive (including those at critical risk of exclusion).
110. The Principal will monitor behaviour logs on SIMS on a regular basis. From the regular scrutiny of behaviour incidents, the Principal, or nominated Senior Leader, will update the Behaviour Risk Register as necessary.
111. Pupils in Categories 3 and 4 will attend half-termly 'Pastoral Review Meetings' accompanied by their parents, with a Senior Leader or a Class Teacher.

Playtime and lunchtime supervision

112. Behaviour during morning break is monitored by the staff on duty. The same expectations about behaviour will apply and the same rewards and sanctions will be applied as in classes.
113. Behaviour during lunchtime is the responsibility of the Welfare Assistants/Positive Play and Midday Supervisors. Welfare Assistants/Positive Play and Midday Supervisors will be expected to lead play activities and ensure that pupils are playing well together. Pupils will also be provided with opportunities to lead play through the role of Play Leaders.
114. The Principal will nominate a Senior Welfare Assistant/Positive Play and Midday Supervisor and provide training to ensure that there is consistency in the awarding of rewards and sanctions. A



member of the Senior Leadership Team will be on duty on a daily basis to support the Senior Welfare Assistant and support in managing instances of more extreme behaviour. The Senior Welfare Assistant will liaise with the School Administration Office to record incidents of unacceptable behaviour which occurs at lunchtime.

Trips and visits

115. When taking part in educational visits, including those with a residential element, pupils will be expected to display the very highest standards of behaviour and good manners, with an emphasis on displaying the STAR values and Class Golden Rules, as representatives of the School.
116. As part of the preparation for the trip, explicit expectations will be made clear to both the pupils taking part, and their parents.
117. As part of the formal risk assessment for the trip, the Principal will evaluate the Behaviour Risk Register and evaluate whether any recent behaviour constitutes an unreasonable risk to other pupils, or staff, and what steps will be taken to mitigate the identified risks.

Staff development and support

118. The Principal will ensure that staff are kept up to date with relevant DfE publications and guidance around managing behaviour.
119. The School will provide training for staff, including the Senior Welfare Assistant, around the specific needs of pupils on Pupil Behaviour Support Plans and with specific additional needs. This will form part of a package of intervention for any child on a Pupil Behaviour Support Plan.
120. It is the Principal's responsibility to support staff, particularly where there is a child with challenging behaviour in their class. This can be done by offering advice, ensuring support with sanctions and paying due regard to staff health and wellbeing.

Additional support

121. The School is mindful that how a child behaves can be a sign of underlying abuse. Staff are trained to look out for changes in behaviour which could include: a child who is withdrawn and unable to make friends; a child who is unable to concentrate in class; a child who may become disruptive and/or aggressive in class.
122. In such cases any emotional/behavioural difficulties will be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult. We may take the decision to refer to an outside agency for additional emotional support where this is needed.
123. Any action will be taken in line with the Star Safeguarding (Child Protection) Policy.

Liaison with parents and other agencies

124. Working with parents is an important part of supporting pupils with their behaviour. The School therefore makes sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low level nature.
125. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The School acknowledges the importance of home-school partnerships. This is strongly promoted through



the School's Home-School Agreement, which parents must sign when their child takes up a place at the School.

126. The School works with a number of agencies which are available to support pupils and families with behaviour either at home or School, or both.

Use of reasonable force

127. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

128. The Principal and authorised staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.

129. Full guidance can be found in the Trust Use of Reasonable Force Policy.

Powers of search

130. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances.

131. The School also holds the power to search without consent for "prohibited items" including:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;
- pornographic images;
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property;
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

132. Weapons and knives and extreme or child pornography will be handed over to the police, otherwise it is for the SLT to decide if and when to return a confiscated item.

133. Full guidance can be found in the Trust Powers of Search Policy.

Allegations against staff

134. If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies)



then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board (see Trust Safeguarding (Child Protection) Policy for further information).

135. A thorough investigation will always take place following any allegation made against a member of staff in line with our Safeguarding (Child Protection) Policy and in order to exercise our duty of care to all those involved.
136. However, should a pupil be found to have made malicious allegations, they are likely to have breached the School Behaviour Policy.
137. In this instance, we will consider whether to apply an appropriate sanction, which could be up to and including temporary or permanent exclusion depending upon the circumstances.
138. In extreme cases, and where there are grounds for believing a criminal offence may have been committed, we may refer this to the police and/or local authority children's services.

Monitoring, evaluation and review

139. The policy will be promoted and implemented throughout all Trust Primary Schools.
140. The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust Primary School.
141. The Trust will review this policy every two years in consultation with each Trust Primary School.