

Ladysmith Federation

Positive Behaviour Policy and Statement of Behaviour Principles

Approved by:	Full Governing Body	Date: 28.6.23
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Last reviewed on:	June 2023
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Next review due by:	June 2024
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Signed Chair Governors:	
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Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

Ladysmith Federation Positive Behaviour Policy

Values and Aims

Ladysmith Federation is committed to creating an environment where a high standard of behaviour is at the heart of productive learning. We expect everyone to maintain the highest standards of personal conduct possible, to accept responsibility for their behaviour and encourage others to do the same.

We also understand that some children may not be emotionally ready to learn and may not be able to communicate that in a way that is safe or respectful. It is our responsibility to help children to understand and communicate this in a way that is emotionally safe for them and the wider community.

As members of our school community, we adhere to the values of being: **'Ready, Respectful and Safe.'**

Our children's chances of success and happiness in life, here and in the future, depend considerably upon their ability to make responsible choices. To assist in fostering maturity in our pupils, we take a whole-school approach to behaviour, centred upon positive reinforcement and praise for children making the right choices. Children are praised publicly and reminded in private.

The school has 3 simple rules **'Ready, Respectful, Safe'** which can be applied to a variety of situations and are taught and modelled explicitly. We believe that this approach supports our vision for every child.

Our Vision for Every Child

Ambition

To develop self-motivated, ambitious, independent, caring and happy children

To provide a rich and exciting curriculum which engages and motivates

Everyone has the ambition to be as good as they can be in all aspects of their learning

To promote an active and healthy lifestyle with good mental wellbeing and an understanding of how to stay safe

Adventure

Provide enrichment opportunities for all which challenge, capture curiosity and develop imagination

Provide opportunities for children to discover and develop their unique interests and talents

We help children to understand our rapidly changing world

We embrace and value diversity within our own community and beyond

Achievement

We recognise and celebrate achievement in all its forms

We have high expectations in everything we do

We do everything we can to ensure that every child is successful

We provide a secure supportive environment in which children can achieve their full potential

Aims of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To enable children to develop a sense of self-worth and a respect and tolerance for others.
- To produce an environment in which children feel safe, secure, respected and where optimum learning takes place.
- To provide a clear guide for children, staff and parents of expected levels of behaviour across the Federation
- To provide a consistent and calm approach.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- We understand that sometimes poor behaviour can be a child communicating that they are not ready to learn and this could be addressed in a private, none shaming way.
- To help learners understand their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, and empathy. for others.
- To promote community cohesion through improved relationships.

Purpose of the behaviour policy

To provide simple, practical procedures for staff and students that:

- Encourage students to recognise and understand the importance of making positive choices.
- Promote self-esteem and emotional-regulation.
- Explicitly teach good behaviour reinforced through meaningful positive feedback

READY, RESPECTFUL, SAFE

READY

Ready means being willing to learn and try to do our best.

To be READY we ask children to:

- Be ready to listen and follow instructions – magnet eyes and listening ears
- Join in with lessons and try your best
- Show the Ladysmith Learning Behaviours
- Follow the rules and routines

To support children to be READY adults in school will:

- Create an emotionally safe environment so that they are able to achieve their potential
- Model, teach and practice the expected routines
- Teach the children the Ladysmith Learning Behaviours
- Recognise children who show effective learning behaviour

To make sure children are READY we ask parents to:

- Send children in to school every day, on time
- Provide the correct uniform and PE kit
- Come to parent evenings, meetings and other events
- Share a positive attitude towards school and to communicate with school about changes or situations that may impact on their child's emotional readiness for school

RESPECTFUL

Respectful means acting in a way that shows care for people, places and things. It is about understanding how our actions may affect others.

To be RESPECTFUL we ask children to:

- Speak calmly and politely to everyone
- Use good manners
- Listen and follow instructions
- Use Kelso's Choices to resolve problems
- Treat everyone with kindness and think about others
- Look after our school environment and peoples' belongings

To help us to create a RESPECTFUL school community all staff in school will:

- Model talking calmly and politely in all situations
- Explicitly teach what respect means through the behaviour curriculum
- Have difficult conversations in private with children and adults
- Share and recognise positive news with children and parents

To help us to create a RESPECTFUL school community we ask parents to:

- Speak calmly and politely to each other and staff
- Contact school if they have concerns or issues arise
- Have difficult conversations in private, not on social media
- Share good news stories about school life

SAFE

SAFE means looking after the Ladysmith Schools and everyone in them. It is being physically and emotionally safe, whilst understanding how we can look after the physical and emotional safety of others.

To be SAFE we ask the children to:

- Follow instructions given by any adult in school
- Use kind words and actions even if we disagree or feel angry
- Move around the schools in a safe manner following our expected behaviours
- Use equipment safely
- Keep our school environments safe and tidy
- Stay safe online and make safe choices in the community

To support children to be SAFE all adults in school will:

- Teach children strategies to keep calm and safe
- Teach children how to keep safe online
- Offer emotional and wellbeing support to anyone who needs it

To create a SAFE school community, we ask parents to:

- Use considerate language and behaviour
- Understand the importance of online safety and help to keep children safe online
- Consider our neighbours, especially when parking or driving near school
- Report any safety concerns to us

Roles and Responsibilities

As well as the above, we ask:

Adults in school to:

- Take time to welcome students at the start of the day.
- Recognise and promote positive behaviour
- Never walk past or ignore pupils who are failing to meet expectations.
- Deliberately and persistently catch pupils doing the right thing and praise them.
- Know the children well and develop positive relationships with all.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated.
- Demonstrate unconditional care and compassion.
- Follow up on all behaviour incidents and engage in reflective conversations with children.
- Be responsible for the safeguarding of all children.
- Always redirect children by referring to our school rules “**Ready, Respectful, Safe**”.

The Headteacher and the Senior Leadership Team to:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- As part of their induction process, provide staff with training on managing behaviour, including training on the needs of the pupils at the school and how SEND and mental health needs impact behaviour
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

Our children want teachers to:

- Be positive and reward positive behaviour
- Treat all children equally and value every child’s voice
- Have consistent expectations of behaviour but recognise additional needs
- Help them to learn and feel confident.
- Have a sense of humour when appropriate
- Give them a ‘fresh start’ every lesson where possible.

Children to be responsible for:

- Their own behaviour both inside school and out in the wider community
- Following the School Rules of **Ready, Respectful, Safe**
- Reporting any unacceptable behaviour to a member of staff.

Parents/Carers to be responsible for:

- The safe and respectful behaviour of their child(ren) inside and outside of school
- Supporting the school in following this policy
- Ensuring their children are ready for school and learning.

Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviours we expect
TEACH those behaviours explicitly
MODEL the behaviours we are expecting
PRACTISE behaviours
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children exhibiting with challenging behaviour need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress"

Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' or be punitive in ways that can shame, limit learning about behaviour and relationships and potentially lead to more negative behaviour. Only when children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

Recognising and promoting positive behaviour

Whilst we have a vital role in helping children value learning and to take intrinsic satisfaction from their efforts and achievements, we recognise that children should be rewarded for their good behaviour and it is important that their successes and triumphs are shared and celebrated. This encourages positive self-esteem and positive relationships across the school. We want the children to be proud of their achievements and their contributions to school life. We want the children to learn that their behaviour has an impact beyond themselves and can have a positive impact on our community and beyond.

The school will use the following rewards for displaying good behaviour:

- Verbal and non-verbal praise
- Speaking to parents and sharing the good news
- Use of a whole class reward system
- Celebration of positive behaviour in assembly
- Sharing learning and achievements with other adults, including previous teachers, head teacher and deputy headteacher or any other teacher with a relationship with the child.

School behaviour curriculum

The school behaviour rules of **Ready, Respectful, Safe** and the expectations listed above that relate to them, will be modelled and taught by all staff members. These will also be underpinned by other school materials including but not exclusive to:

- Our RSE program – Jigsaw
- British Values assemblies
- Our Religious Education curriculum
- Kelso’s Choices (a tool to support pupils to resolve their own ‘small’ problems)
- Our Federation Learning Behaviours (see appendix)
- Wider experiences such as Police Visits

Behaviour Pathway

We believe that managing behaviour is a dynamic process and staff should recognise this when following procedures. The exact wording of a procedure does not suggest a “one size fits all” approach. Our behaviour policy is for all children as individuals.

When a pupil’s behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour. The following procedures can be applied.

Verbal warning	Take action if needed to prevent further problems	
2 nd warning	Take action if needed to prevent further problems	
	Move within class if appropriate	
3 rd instance	Short ‘timeout’ to calm down – pupils should not be stood in the corridor unless needed as an immediate action for safety. This could be a move to a safe space to calm down for a short period of time.	Teacher to inform parents and record on CPOMs
	IF NOT RESOLVED Call for SLT– will try to resolve at source	Teacher to inform parents and record on CPOMs
	IF NOT RESOLVED Pupils to work out of class with SLT	SLT to inform parents and record on CPOMs
	If no SLT available find another adult to support class while class teacher manages situation	Teacher to inform parents and record on CPOMs
Dangerous behaviour Pupil at risk of hurting themselves or others	Call for help – nearest adult Call for help – SLT Use Red Help Card If no SLT available find another adult to support class while	Inform SLT via CPOMs Discussion about course of follow up action

	class teacher manages situation Remove class if necessary	
Ongoing problems	Teacher to meet with parents / call parents	Teacher to record on CPOMs
	Parents invited in to meet with SLT / class teacher	SLT to record on CPOMs
Lunchtime Issue	MTA to inform class teacher	Teacher to inform parents and record on CPOMs

Some children may have relational support plans that have alternative procedures.

Some instances of serious misbehaviour will need to be reported to a member of SLT immediately.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Consequences

Consequences should be natural or logical, not punitive.

- Natural consequences: Happen automatically and are not decided or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes e.g. 'If you throw your food, your food is on the floor.'
- Logical consequences: These are imposed by a person, directly related to the incident or 'offense'. This is the best choice when a natural consequence is not available e.g. 'You were unsafe in the pool and as a result I am unable to take you there again this week.' It is important to note that logical consequences, when imposed or said in anger or in a spirit of punishment, become punishment and thus are ineffective.
- Restorative conversations: The restorative conversation is an essential element in supporting pupils' understanding of healthy relationships. "They support a move from the managing of problem behaviour to the nurturing and repair of relationships. Rather than focusing on rule violations, problems, blame and punishment, restorative approaches focus on how relationships are affected, problem solving, responsibility, change and repair." (MAPA Pivotal).

Consequences should:

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

- Be explained to the child.
- Be delivered at the soonest available opportunity.
- Involve a restorative conversation.
- Stay between the adult and the child. One child's behaviour is not everyone's business.

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

All incidents and consequences are to be logged on CPOMs.

Restorative Approach

According to researchers 'schools with a whole school restorative ethos support belonging rather than exclusion, social engagement over control and meaningful accountability instead of punishment.'

Our restorative conversations are based on a set of questions that aim to develop and restore relationships between children and adults following a behaviour incident. It promotes and encourages a whole school climate of respect where children are encouraged and supported to be honest and willing to accept responsibility.

Examples of Restorative questions:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Positive Behaviour / Relational Support Plans

Some children exhibit particular behaviours based on early childhood experiences and family circumstances and additional needs. In this case, these children will have a bespoke Positive Behaviour / Relational Support Plan which may include rewards to reinforce positive behaviour.

The school will also consider whether the displayed behaviour is an indicator that the child's educational, or other needs, are not being met. The involvement of the SENCO and external advisors will be sought. This may include Educational Psychologists, Counselling/Therapy services such as Place2Be / MHST and DCC Behaviour Support. The school will also consider whether a multi-agency assessment of the child's behaviour would be beneficial.

Responding to misbehaviour from pupils with SEND

We believe:

- All children have a right to education and behaviour that challenges us should not be a bar to this.
- Children's behaviour is predominantly a result of past and current life experiences. Our approaches to supporting and managing children's behaviour should reflect this.
- Our behaviour policy should work for all children but we recognise that some children require additional support.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These could include:

- Training for staff in understanding conditions such as autism
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Use of reasonable restraint / positive handling

In the very last instance, specially trained members of staff are able to use Team Teach techniques to prevent children from injuring themselves or others, or causing damage to property. Positive handling will be used following the appropriate policies. Any physical restraint will be reported and recorded appropriately on CPOMS and a Positive Handling form completed by staff and shared with parents. Staff will never be asked to compromise their own safety when dealing with unacceptable behaviour. When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Behaviour off the school premises

Children at the school must agree to represent the school in a positive manner. Expectations for excellent behaviour applies both inside school and out in the wider community, particularly if the child is dressed in school uniform. Complaints from members of the public about poor behaviour by children at the school are taken very seriously, especially as this may indicate a safeguarding concern.

Teachers may discuss with the children behaviour off the school premises when the child is:

- Wearing school uniform,
- Travelling to or from school,
- Taking part in any school-related activity,
- In any way identifiable as being a child at the school.

Teachers may also issue a consequence for misbehaviour off the school premises that:

- Could negatively affect the reputation of the school,

- Could pose a threat to another child, a member of staff at the school, or a member of the public,
- Could disrupt the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy. In all cases of alleged misbehaviour outside of the school premises, teachers will investigate the allegations once the child has returned to the school premises alongside discussion with parents and other parties.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Zero-tolerance approach to 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.

Please refer to our child protection and safeguarding policy for more information.

Exclusions

A final decision to exclude a child will be taken only by the Headteacher if allowing the pupil to remain in school would seriously harm the education, safety or welfare of the pupil or others in the school.

The decision to suspend or exclude will be made by the headteacher / Head of School or their deputy in their absence and only as a last resort.

Please refer to our exclusions policy for more information.

Safeguarding

Safeguarding is everyone's responsibility and all adults must act upon any concerns they may have about a child's behaviour or welfare. Adults must report any behaviour displayed by a child, which gives reason to suspect that the child is suffering from neglect, trauma or is at risk of significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by the Head of School / Executive Head / Full Governing Body.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Safe Touch and Positive Handling
- Anti-Bullying Policy

Appendices

Appendix 1 - Written statement of behaviour principles

Appendix 2 - Legislation, statutory requirements and statutory guidance

Appendix 3 - Confiscation, searches, screening

Appendix 4 - Ladysmith Federation Learning Behaviours

Appendix 1

Written statement of behaviour principles

Behaviour Principles

The Ladysmith Federation Schools are inclusive schools. We are committed to promoting respect, fairness and social inclusion and these are the principles underlying the behaviour policy. We are committed to improving outcomes for our children and staff and to promoting good relations across the whole school community.

Right to feel safe at all times:

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside normal school hours.

High standards of behaviour:

- The Governors strongly believe that high standards of behaviour lie at the heart of a successful school.
- Excellent teaching and learning promote excellent behaviour and excellent behaviour promotes effective learning.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.
- Governors also believe that the expectation of high standards of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

Inclusivity and Equality:

- We are inclusive schools, we believe in equality and in valuing the individual. We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Single Equality Scheme will be further reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard vulnerable children. We recognise some children may need additional support to meet behaviour expectations.

School Expectations:

School expectations are detailed in our Behaviour Policy. We believe in consistent systems differentiated by age, in taking responsibility for our actions – in choice and consequence.

We expect that all staff will support rules and codes and ensure consistent application and expectations across the school day.

Rewards:

- We believe positive behaviours should be rewarded to encourage good behaviour in the classroom and elsewhere in the school.
- The Governors expect that any rewards system is explained to others who have responsibility for young people such as extended school provision and, where applicable, home to school transport so that there is a consistent message to pupils that good behaviour reaps positive outcomes.
- The rewards system must be regularly monitored for consistency, fair application and effectiveness.

Sanctions:

- Sanctions for unacceptable/poor behaviour are known and understood by all staff, other adults with authority for behaviour, pupils and parents/carers including extended provision.
- It is important that sanctions are monitored for their proper use, consistency and effective impact.

Home/School Agreement:

- The Home/School Agreement will be an important part of communicating our approach so that parents/carers can be encouraged support their child, just as the pupils should be helped to understand their responsibilities during their time at school, in the wider community and in preparation for their life after school.
- The responsibilities of children, parents/carers and all school staff with respect to their and their children's behaviour are outlined in the Home School Agreement which children, parents/carers and teachers must be asked to sign when a pupil joins the school.

The use of Reasonable Force:

- The Whole School Behaviour Policy clearly outlines the circumstances where staff may use reasonable force and other physical contact. At all times the use of force should be a last resort but governors agree it may be used in the following circumstances (see Section 93 of the Education and Inspections Act 2006)
 - in self-defence or when safety is an issue
 - where there is a risk of significant damage to property
 - to search pupils for weapons / stolen property.
- Authorised staff are appropriately trained in the use of reasonable force and restraint and that all staff are given advice on de-escalation and behaviour management techniques.

- There is a statutory duty to record and report all significant incidents including all use of force. Where a risk has been identified an individual pupil 'Behaviour Management Plan' may specify a particular physical intervention technique for the pupil concerned.

The power to discipline for behaviour outside the school gates:

The Behaviour Policy sets out the school's response to non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. The Policy includes the school's response to any bad behaviour when the child is taking part in any school-organised or school-related activity, wearing school uniform, or identifiable as a pupil at the school.

Even if the conditions above do not apply, the Policy takes account of misbehaviour at any time which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Agreed by Ladysmith Federation Governing Body

January 2022

Review: January 2023

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2

Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- 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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 3

Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of school /designated safeguarding lead (or deputy), to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher / Head of School
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

Appendix 4

Ladysmith Federation Learning Behaviours

What is 'Behaviour for Learning'?

Whilst it may look different at different stages of education, 'behaviour for learning' develops the key skills that we all need to master to become successful learners. Successful learners have a bank of skills that they are able to call on and use at different times and they are not limited to just one way of doing things.

Behaviour for Learning at Ladysmith Federation

To be a successful learner, everyone needs to develop key aptitudes that will enable them to access all their learning to the fullest extent. Whilst there are many skills that need to be developed, at Ladysmith Federation, we have chosen to highlight six that build on our ethos of Ambition, Adventure and Achievement.

Our six key behaviours will develop skills and attitudes to learning that will put us all in good stead for the challenges that we will meet throughout our lives. They build on our growth mind-set ethos and show us all how we can become more confident learners, who always aspire to do our best.

By continually showing all six learning behaviours, we will all become the very best learners that we can be.

Our learning behaviours are:

Self-motivation

I want to work hard and do my best.

For anyone to learn well they have to develop an internal desire to complete a task or improve at something. This comes from the belief that the learning is for them and they have a responsibility for their own achievements. It is also about valuing effort and taking the initiative for their own learning.

Perseverance

I keep trying when things are hard.

It is important for learners to understand that you cannot always accomplish things first time. To learn well, we all need to have a positive attitude and be able to keep trying despite things being difficult.

Creativity

I use my imagination to create things and solve problems.

As learners, we need to understand that creativity is not limited to the arts. We can be creative in all subjects by using our imagination to create something or solve problems.

Challenge

I try new or harder things.

Challenge is about us all questioning and asking "What if...?" and "What shall we try now?" – it is about us all trying new things and testing our abilities through the tasks we choose to undertake.

Resilience

I can get over setbacks and carry on.

We want to see everyone learning from mistakes. We need to be able to see that having to rethink an aspect of our learning is a way to improve. Resilience is about picking ourselves up after a setback and being able to give it another go.

Independence

I can try things and work on my own.

We all need to be able to complete tasks and challenges on our own when necessary. We need to remember that part of being independent is also knowing when and who to ask for help

