

# Harrow Lodge Primary School



## BEHAVIOUR POLICY

<b>REVIEWED:</b>	<b>Spring 2025</b>
<b>APPROVED (L&amp;M):</b>	<b>Summer 2025</b>
<b>EFFECTIVE PERIOD:</b>	<b>Summer 2025-Summer 2026</b>
<b>DUE FOR REVIEW:</b>	<b>Spring 2026</b>
<b>RESPONSIBLE PERSON:</b>	<b>MRS L SEARLE</b>

**SIGNED BY CHAIR OF GOVERNORS**

  
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## **1. Introduction**

At Harrow Lodge Primary School, we uphold the traditional values of high expectations and standards of behaviour which are essential for us to achieve our vision of being a place where children can achieve their full potential, where friendship thrives and within which there is a partnership between adult and child based on trust, respect and an ethos of mutual care and consideration. We follow a Restorative Approach to Behaviour Management which looks at the harm caused after a negative incident rather than the punishment needed (See Appendix 3).

## **2. Aims**

This policy aims to:

1. Set out clear expectations for all members of our school community.
2. Support our children in living our values of respect, empathy, aspiration, confidence and honesty
3. Encourage children to make good choices about their own behaviour
4. Set our clear sanctions for poor behaviour choices
5. Ensure a fair approach to behaviour management
6. Make clear the rights and responsibilities of all stakeholders
7. Involve parents in promoting good behaviour
8. Ensure that there is complete consistency from staff in the implementation of the policy.

## **3. 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 2024
- > Searching, screening and confiscation: advice for schools 2022
- > The Equality Act 2010
- > Keeping Children Safe in Education 2023
- > Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- > Use of reasonable force in schools
- > Supporting pupils with medical conditions at school
- > Special Educational Needs and Disability (SEND) Code of Practice
- > 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
- > DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

#### 4. **Definitions**

**Misbehaviour** is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour such as interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably 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)
  - Mobile Phones without express permission via a written agreement where the child is in Year 5 or 6 and walks home by themselves

## 5. **Bullying**

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Please see the school's specific guidance on bullying in our Anti-bullying policy.

## 6. **Roles and responsibilities**

### 6.1 **The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

## **6.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

## **6.3 Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording serious behaviour incidents promptly using the school's safeguarding systems - Cpoms
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

## **6.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **6.5 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **7. PROCEDURES**

7.0 This behaviour policy is based on 6 core values:

- RESPECT
- EMPATHY
- ASPIRATION
- CONFIDENCE
- HONESTY
- ACHIEVEMENT

7.1 And is built around 4 school rules:

- Be Kind
- Be Respectful
- Be Hardworking
- Be Safe

7.2 These rules are broken down with the children, and regularly referred to. For example, “Please stop swinging on your chair, you’re breaking the rule about being respectful/being safe.”

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 7.3 **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children’s social care is appropriate.

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

## **8. Rewards**

- 8.1 Behaving in the way expected in each classroom will not be rewarded beyond an acknowledgement of staying on Green on our Achievement Chart. We want to ensure that children meet basic expectations without expecting a reward for them. Children strive to go above and beyond in order to reach bronze, silver or gold on the chart. The process begins anew each week with all children starting on green.
- 8.2 A certificate of praise will be given to the child from the teacher and a postcard will be sent home from the Head Teacher when they reach Gold. If a child receives 5 certificates/postcards, they will be awarded a gold Achiever's Badge which can be displayed proudly on their person.
- 8.3 Rewards are also given in the form of stickers, house points, raffle tickets which are swapped for mini prizes, marbles in a jar and other rewards which are specific to the class teacher.

## **9. Class Sanctions**

- 9.1 Children who are not following the rules will be spoken to in a restorative manner and reminded of our core values and expectations.
- 9.2 If the rule continues to be broken or further rules are broken, the child will have their name placed on the yellow band (a warning) but can work their way back to green by improving their behaviour.
- 9.3 Children who continue to disrupt the class with their behaviour or take part in any of the following:
- Fighting
  - Offensive language (racist, homophobic or otherwise)
  - Behaviour which puts other staff /children at risk

will have their name placed on the red band and will incur a sanction appropriate to the misdemeanor and the child. Teachers may send the child to another class for a set amount of time, miss time from their play or break or they may incur a different sanction that the teacher knows will be effective discipline for that particular child.

- 9.4 When an incidence of bullying occurs, including cyber bullying, the matter will be dealt with immediately by a member of SLT using the restorative approach. Discussions with parents will take place and if the bullying continues then fixed term exclusions may be implemented. (See Anti-Bullying Policy). All bullying incidents are recorded.

## **10. Playtime and Lunchtime Sanctions**

- 10.1 Children who are not following the rules will be spoken to in a restorative manner and reminded of our core values and expectations.



- 10.2 Children who repeatedly need this intervention or who display any of the following behaviours:
- Fighting
  - Offensive language (racist, homophobic or otherwise)
  - Bullying / Gangs
  - Behaviour which puts other staff / children at risk

will be sent to the Behaviour Lead who will assess the situation, offer a reflection period and determine an appropriate sanction, if necessary. Serious behaviours or any bullying incidents will be referred to the Head Teacher and may result in internal or external exclusions.

- 10.3 If staff are unable to complete these steps because the child will not comply with instructions, a senior member of staff will be called to assist.
- 10.4 Any serious incidents or exclusions or racial or homophobic incidents are recorded formally.

## **11. Disruptive Behaviour**

- 11.1 Should a child become so disruptive that the rest of the class are either in danger or unable to learn, the child themselves is at risk or the teacher is at risk and all de-escalation techniques have failed to calm the child and return them to class, the child's parents or carers will be called to come to school to help in the de-escalation process.
- 11.2 If this is not successful and the child has to be taken home, this will be deemed as a day's or half day's exclusion depending on the time of day that the incident occurs.

### **11.3 Off-site misbehaviour**

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

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

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip).

#### 11.4 **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.

#### 11.5 **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the DSL or headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care.

If a pupil is threatening with or in possession of pointed/prohibited or bladed articles or weapons in school the Havering Protocol Flow chart will be followed with the intention of safeguarding pupils as well as accessing help for an aggressor.

See Appendix 1

#### 11.6 **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.

The school's response will be:

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

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally

- Refer to early help
- Refer to children's social care
- Report to the police

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

### 11.7 **Malicious allegations**

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## 12. **EXCLUSIONS**

12.1 Where the restorative approach to behaviour management has not worked, or in cases of severe or serious behaviours – a Fixed Term Exclusion may be Implemented. See the Exclusions policy for full details of the process.

12.2 Consistently poor behaviour will result in exclusions from school trips and school sports teams and events.

12.3 Additionally, if a child's attendance falls below 90%, they will be excluded from all sports teams and any out of school events that are not curriculum based.

### 12.4 **Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

Children who have been excluded will be invited in to a reintegration meeting with their parents on the first morning of their return. IN the meeting, expectations of good behaviour will be reiterated and any queries addressed.

There will be an enhanced period of monitoring by the pastoral lead to ensure that the child has returned safely.

### 13. MENTAL HEALTH AND WELL-BEING

- 13.1 We understand that negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state. Therefore, a bespoke behaviour plan will be put into place for those children who are affected in such a way.

### 14. RIGHTS AND RESPONSIBILITIES

#### 14.1

<b>Children</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be treated with respect</li></ul>	<ul style="list-style-type: none"><li>• To behave respectfully to others</li></ul>
<ul style="list-style-type: none"><li>• To be safe</li></ul>	<ul style="list-style-type: none"><li>• To behave in a way that keeps self and others safe</li></ul>
<ul style="list-style-type: none"><li>• To learn</li></ul>	<ul style="list-style-type: none"><li>• To attend school regularly</li><li>• To be willing to learn</li><li>• To allow others to learn</li></ul>
<ul style="list-style-type: none"><li>• To make own choices</li></ul>	<ul style="list-style-type: none"><li>• To have ownership of own choices and accept the consequences of that decision</li><li>• To allow others to make choices</li></ul>
<ul style="list-style-type: none"><li>• To be listened to</li></ul>	<ul style="list-style-type: none"><li>• To give opinions in a constructive manner</li><li>• To listen to others</li></ul>
<b>Staff</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be supported by peers and line managers</li></ul>	<ul style="list-style-type: none"><li>• To ask for support when needed</li><li>• To offer support to colleagues</li></ul>
<ul style="list-style-type: none"><li>• To be listened to</li><li>• To share opinions/ explanations</li></ul>	<ul style="list-style-type: none"><li>• To listen to others</li><li>• To give opinions/ explanations in a constructive manner</li></ul>
<ul style="list-style-type: none"><li>• To be treated courteously by all others in the school community</li></ul>	<ul style="list-style-type: none"><li>• To model courteous behaviour</li><li>• To recognise and acknowledge positive behaviour in others</li></ul>
<ul style="list-style-type: none"><li>• To be made fully aware of the school's system/ policies/ expectations</li></ul>	<ul style="list-style-type: none"><li>• To seek information and use lines of communication</li><li>• Follow agreed behaviour policy protocols</li></ul>
<ul style="list-style-type: none"><li>• To receive appropriate training to increase skills in behaviour management</li></ul>	<ul style="list-style-type: none"><li>• To support others in developing their skills</li><li>• To acknowledge areas of own behaviour management skills which could be developed</li><li>• To try new approaches</li></ul>
<ul style="list-style-type: none"><li>• To feel safe and respected</li></ul>	<ul style="list-style-type: none"><li>• To show respect towards others and provide a safe environment</li></ul>
<b>Parents/Carers</b>	
<b>Rights</b>	<b>Responsibilities</b>
<ul style="list-style-type: none"><li>• To be treated with respect</li></ul>	<ul style="list-style-type: none"><li>• To behave respectfully towards others</li></ul>
<ul style="list-style-type: none"><li>• To be kept informed about their child's progress and behaviour</li></ul>	<ul style="list-style-type: none"><li>• To make sure that their child attends school regularly</li><li>• To talk to staff if they have any concerns about their child's learning or well-being</li><li>• To support staff when dealing with children's behaviour</li></ul>

<ul style="list-style-type: none"> <li>• To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to others</li> </ul>
<ul style="list-style-type: none"> <li>• To have access to information on the school's approach to behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• To support the school's approach to behaviour and attendance</li> </ul>
<ul style="list-style-type: none"> <li>• To have concerns taken seriously</li> </ul>	<ul style="list-style-type: none"> <li>• To share concerns constructively</li> </ul>
<ul style="list-style-type: none"> <li>• To hold an opinion (positive or negative) of the school and its rules.</li> </ul>	<ul style="list-style-type: none"> <li>• To only share positive opinions on social media.</li> <li>• To share any negative opinions with the Head Teacher so that she/he can address them with you.</li> </ul>

14.2 The Governing Body will keep the policy under review (on an annual basis). It will ensure that it is communicated to pupils and parents, is non-discriminatory and that expectations are clear.

14.3 Parents and carers are ultimately responsible for the behaviour of their children both inside and outside the school.

14.4 Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

## **15. Individual Behaviour Plans**

15.1 We use an Individual Behaviour Plan to modify and encourage positive behaviour when the Behaviour System is not working.

15.2 Usually, the Behaviour Plan will be developed by the Class Teacher and Inclusion Manager with full involvement of the pupil and parents. A wide range of rewards are used and the Individual Behaviour Plans are reviewed each term.

15.3 It is the responsibility of the class teacher to inform relevant staff if they need to follow through sanctions or Individual Behaviour Plans with children out of class (e.g. in assembly, at lunchtime, in clubs).

## **16. Responding to misbehaviour from pupils with SEND**

### **16.1 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 take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being 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.

And may include examples such as:

- Short, planned movement breaks
- Adjusting seating plans to enable a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements
- Training for staff in understanding conditions such as autism
- Use of separation spaces such as where pupils can regulate their emotions during a moment of sensory overload

## **16.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

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

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

## **16.3 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/carers to create the plan and review it on a regular basis.

#### **16.4 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 matter. If appropriate, the school may request an emergency review of the EHC plan.

### **17. Searching and Confiscation**

17.1 The head teacher and staff authorised by the Head teacher, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that a pupil may have a prohibited item as detailed below.

- The list of prohibited items is:
- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury or damage to property of any person (including the pupil).
- an article specified in regulations such as tobacco and cigarette papers; fireworks; pornographic images, vaping paraphernalia

Searches will be conducted in the following way.

#### **Searching of property**

1. A pupil's possessions can only be searched in the presence of the pupil and an authorised member of staff, except where there is a risk that serious harm will be caused to a person if the search is not conducted immediately and where it is not reasonably practicable to summon the Head teacher or authorised members of staff.
2. Pupils will be informed why their belongings are being searched and allowed to ask any questions.
3. Cooperation will be sought from the child. If cooperation is not forthcoming, pupils may be sanctioned in line with the school's behaviour policy.
4. An appropriate place for the search will be found, away from other pupils.
5. The child will be asked to turn out their possessions from bags/pocket etc. so that a search may be facilitated more easily.
6. A search will be made of the pupil's possessions. Any items as listed above will be confiscated and brought to the attention of the Head teacher if they are not present during the search.

## Searching of persons

1. Where there is suspicion that there is a risk of serious harm if a search is not conducted, a member of staff may search a pupil's outer clothing.
2. The person conducting the search must not require the pupil to remove any clothing other than outer clothing. 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear as well as hats, shoes, boots and scarves.
3. Pupils will be informed why they are being searched and allowed to ask any questions.
4. Cooperation will be sought from the child. If cooperation is not forthcoming, pupils may be sanctioned in line with the school's behaviour policy.
5. An appropriate place for the search will be found, away from other pupils.
6. The child will be asked to turn out their possessions from bags/pocket etc. so that a search may be facilitated more easily.
7. A search will be made of the pupil's possessions. Any items as listed above will be confiscated and brought to the attention of the Headteacher if they are not present during the search.

17.2 After a search. If a pupil is found in possession of a banned item as listed above, the child will be sanctioned in line with the school's behaviour policy and the following will be recorded:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search.

Parents will be informed that a search was made for a prohibited item as listed above and what the outcome was.

17.3 Confiscation of items that are found during a search if they pose a risk to pupils, are prohibited in the list above or are evidence in relation to an offence. Controlled drugs and other substances which are believed to be harmful, must be delivered to police as soon as possible after the search.

Where a person conducting a search finds alcohol, tobacco, cigarette papers or fireworks, they may retain or dispose of them as they think appropriate but **should not** return them to the pupil.

Additional guidance for specific items can be found in the Searching, screening and confiscation advice for schools produced by the DfE.



## **18. Pupil transition**

### **18.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **18.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

### **18.3 Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

## **19. Consultation, Monitoring and Evaluation**

19.1 The success of this policy is monitored and evaluated at the end of each term.

19.2 This policy is available for all parents to read on the school's website. It should be read in conjunction with the following policies – ***Exclusions, Anti-Bullying, Positive Handling and Complaints Procedure***. It has been approved by the Governing Body of the school and will be reviewed annually.



# Congratulations

*has received a GOLDEN praise award  
and we are very proud of him.*

*He has shown exemplary behaviour through  
living our core values of Respect, Empathy,  
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## **Appendix 1 What is the Restorative Approach to Behaviour Management?**

The Restorative Approach to Behaviour Management looks at the harm caused after a negative incident rather than the punishment needed.

**All Restorative practices look at the positive relationships between individuals and how to repair them in light of any negative events which may occur.**

Restorative Approaches give each person who has been involved in an incident an equal opportunity to have their views heard and subsequent needs met.

**All members of staff use the same questions with each child and incident so the process is systematic and fair.**

Through the use of Restorative Approaches, we acknowledge that each person has their own personal point of view or unique perspective and personal response to incidents which they may have been involved in.

**We also understand that thoughts and feelings drive our actions and therefore must be discussed and dealt with in order to prevent the same incidents from reoccurring.**

Restorative Approaches teach children to think about the harm caused by their behaviour and the impact this may have on others.

**Finally, all persons involved in negative incidents have the opportunity to put things right in a way that they deem reasonable.**

### **The Reason we use a Restorative Approach**

At Harrow Lodge Primary School, we believe that when negative incidents occur, the best way to put them right is to learn from our mistakes and work together to find a positive solution.

**By using the Restorative Approaches staff are able to fairly and consistently investigate what has happened in order to see things from everybody's point of view.**

We believe that by following these questions in each incident that we deal with our children will begin to develop the skills they need to resolve broken relationships for themselves as the process focuses on self-reflection and telling the truth rather than appointing blame.

**When asking these questions staff are spending time to understand the feelings of all children and how they may have led to any negative actions. This helps children to receive the advice and support they may need to prevent further negative incidents.**

We also believe that our children could be able to, with appropriate training and support, resolve negative issues by themselves. This empowers them to think resourcefully and with empathy.

## **The Restorative Approach Question Stems**

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who's been affected by what you did and how?
5. What do you need to do now?

All staff members carry these question prompts on the back of their lanyards at all times. The children are familiar with the questions and know how to work together to put things right.

### **Peer Mentors**

**Our Year 5 Peer Mentors take to the field and the playground every day to help children resolve their conflicts in a restorative way. They have been trained to use this approach with children in order to maintain positive relationships amongst all our pupils.**

### **For More Information**

All our staff have been trained to deliver Restorative Approaches and to use the question prompts as shown.

**If you would like any further information or if you have any questions about this approach, please contact your child's teacher who will be happy to talk to you about Restorative Approaches.**

## **Appendix 2 Covid 19 Additions (to be reinstated as needed)**

- Social distancing rules will be clearly explained to children on their return to school and a class charter will be drawn up on the first day. This group charter will be revisited daily with the children.
- Only one adult allowed on site when bringing and collecting children.
- Children will all enter and exit school via the two main gates at Barton Road and Rainsford Way, keeping a social distance following a one-way system. On arrival, before 8:30 am, each bubble will line up in their designated areas following the spacing marks on the floor and will enter when the doors open at 8:30 am. Each bubble will have a designated entrance and exit path into the school building. At the end of the day, each bubble will leave via their designated path.
- Break times, pick-up and drop-off times will be staggered to allow for social distancing by parents in the playground.
- Children will be asked to wash their hands with soap and water or hand-gel at regular intervals throughout the day e.g. on arrival, before/after breaks, before/after eating, after sneezing or coughing and after the toilet.
- Children will only be allowed to the toilet one at a time during lesson times. Posters will be displayed to promote good handwashing.
- Children will remain in their bubbles at all times during the school day, including break times and lunch times.
- Children will eat their packed lunches on the field, weather permitting, or in the dining hall if not. Each bubble will have a designated area of the field or playground or dining hall.
- Children will be reminded to use tissues and to cover their mouths when sneezing and coughing and then to wash their hands. 'Catch it, bin it, kill it' will be on posters around school.
- Children experiencing any symptoms of coronavirus will be sent home immediately.
- Children will have their own space in the classrooms and will be provided with their own set of stationary to use. They will be reminded to keep their own equipment for use by themselves only.
- Shared equipment e.g. toys, will be wiped down daily and will only be used by children within the same bubble.
- Children will be constantly reminded to keep to the social distancing rules at playtimes and lunchtimes.
- Children who continuously break the rules of social distancing will be asked to spend a playtime or lunchtime away from the other children until they can keep to the rules put in place for the safety for all.
- Children who intentionally cough or spit at others will be sent home immediately.
- Rules must be adhered to stringently since the risk of being too patient with children is that they may form habits that become irreversible.
- Lunchalots will continue to be held but only one year group bubble at a time will be invited.
- Any child deliberately breaking the Covid-19 safety rules and putting others at risk of possible contamination, could be liable to a fixed-term exclusion but will definitely incur a sanction agreed to with parents.
- Peer Mentors have been temporarily suspended as bubbles can't be mixed.

## **Appendix 3 Protocol for Prohibited Pointed / Bladed Articles & Weapons in School**

### **Context**

At the Havering Primary Inclusions Network (PIN) held on 25 January 2024 concerns were raised around Community Safety & Prohibited Items being brought into schools. It was also raised that some parents are reluctant to report incidences to the police when they had witnessed illegal behaviour within the community, for fear of reprisals against themselves.

Primary heads have requested that a protocol is created where all schools follow the same process and can embed these within their behaviour policies.

Schools and multi agencies agreed that there are a number of processes in place that should not be altered, changed or deviated from, as they are a framework of safety measures for school regardless of children's ages. These are already embedded within Havering's networks and schools, educational establishments, partners and multi agencies.

Below is a protocol that pulls together all individual processes to enable headteachers to use as a pathway when concerns are raised around safeguarding children both inside and outside of schools.

Further discussions were had around the protocol for Prohibited Pointed / Bladed Articles & Weapons and it was agreed that there are processes in place however, this requires further linking and a commitment from the Met Police to be able to implement.

Finding a knife would not necessarily be considered as a 999 call if the knife is seized and all are safe. In the event the knife is unable to be retrieved and all was not safe, this would be a 999 call.

Knife carrying is a crime and this statement must be maintained and acknowledged with children of all ages. However, it is only children above the age of 10 years who could be prosecuted through the Youth Justice System for carrying a knife.

### **Proposed Protocol so far:**

Purpose is to reduce the carrying and using of prohibited items by targeting:

- Preventions
- Early intervention
- Crime response
- Schools response
- Data recording and analysis
- Post crime intervention

### **Protocol Flow Chart**

1. Early intervention workshops
2. Schools Behaviour Policy & Processes
3. Schools to submit a Portal Referral on each occasion
4. Arrests or Safer Schools Involvement to submit a Connect on each occasion
5. Safeguarding investigation should be completed
6. Specialist Safeguarding support to assist schools with holding and supporting the risks
7. Inclusions Gateway Referral Form for support
8. Local Authority Communications
9. Met Police for a post crime intervention
10. Pupil level Risk Assessment – see document below:

## Prohibited Items Having Contacts:

Prohibited items are described as objects or bladed articles that are fashioned to cause harm

	Prohibited Item	Contact
In the event of an incident	Metropolitan Police	<ul style="list-style-type: none"> <li>➤ Secondary Safer Schools Officers SPOC for Primary PC Stephen Lee 07770187991 <a href="mailto:stephen.lee@met.pnn.police.uk">stephen.lee@met.pnn.police.uk</a></li> <li>➤ Safer Schools Supervisor PS Lisa Ryan 07770 022326 <a href="mailto:lisa.ryan@met.police.uk">lisa.ryan@met.police.uk</a></li> <li>➤ Call 101 for non-emergencies</li> <li>➤ Call 999 emergencies</li> </ul>
	Inform Child's Parents	<ul style="list-style-type: none"> <li>➤ Any time that is suitable to school</li> <li>➤ If emergency situation police to be contacted first</li> </ul>
	Havering LA Communications	<ul style="list-style-type: none"> <li>➤ <a href="mailto:communications@haverling.gov.uk">communications@haverling.gov.uk</a> 24 hours 07773 210102</li> </ul>
	Police Communications	<ul style="list-style-type: none"> <li>➤ <a href="mailto:EAMailbox-OperationsRoom@met.pnn.police.uk">EAMailbox-OperationsRoom@met.pnn.police.uk</a></li> <li>➤ Where school are unable to reach safer schools team or the officer on the case, this email is only to be used for communications for advice or urgent updates for critical incidents when outside of officer hours (evenings &amp; weekends)</li> </ul> <p><b><i>This contact must only be used by Head Teachers</i></b></p>
	Havering Social Care	<ul style="list-style-type: none"> <li>➤ Portal Referral to be completed Report a concern with a child The London Borough of Havering <a href="https://www.haverling.gov.uk/safeguarding-children/report-concern-child">https://www.haverling.gov.uk/safeguarding-children/report-concern-child</a></li> <li>➤ Emergency please dial 999 Child Protection Team Monday to Friday (9am to 5pm) 01708 433222 <a href="mailto:tmash@haverling.gov.uk">tmash@haverling.gov.uk</a> <a href="https://www.haverling.gov.uk/Pages/Category/Children-and-families.aspx">www.haverling.gov.uk/Pages/Category/Children-and-families.aspx</a></li> </ul>

Prevention & Early Intervention	PAN London Protocol	<ul style="list-style-type: none"> <li>➤ London Safeguarding Procedure Rules <a href="#">London Safeguarding Children Procedures</a></li> </ul>
	Safer Schools Officers support and workshops	<ul style="list-style-type: none"> <li>➤ Secondary Safer Schools Officers SPOC for Primary PC Stephen Lee 07770187991 <a href="mailto:stephen.lee@met.pnn.police.uk">stephen.lee@met.pnn.police.uk</a></li> <li>➤ Safer Schools Supervisor PS Lisa Ryan 07770 022326 <a href="mailto:lisa.ryan@met.police.uk">lisa.ryan@met.police.uk</a></li> </ul>
	Inclusions & AP	<ul style="list-style-type: none"> <li>➤ Primary Stay Safe Y6 Assemblies</li> <li>➤ Year 9 Knife Crime Workshop</li> <li>➤ Secondary 10 Day Direction Early Intervention in school</li> <li>➤ Secondary 5 Day Direction offsite to avoid a suspension</li> <li>➤ Secondary Behind the Lines Programme <a href="mailto:Inclusions@haverling.gov.uk">Inclusions@haverling.gov.uk</a></li> </ul>
	Community Safety	<ul style="list-style-type: none"> <li>➤ Y6 Junior Citizens Programme (33 school's) at TA Centre, London Road. PC Wayne Hopkins 07909 960090 <a href="mailto:wayne.hopkins@met.pnn.police.uk">wayne.hopkins@met.pnn.police.uk</a></li> </ul>
	Adolescent Safeguarding	<ul style="list-style-type: none"> <li>➤ Contextualised Safeguarding conversations <a href="mailto:IAS@haverling.gov.uk">IAS@haverling.gov.uk</a></li> </ul>

<b>Support Agencies</b>	Crime Stoppers	➤ Anyone can report anonymously <a href="https://crimestoppers-uk.org/">https://crimestoppers-uk.org/</a>
	www.Fearless.org	➤ Is linked to Crime Stoppers & is anonymous for young people 0800 555 111 <a href="https://crimestoppers-uk.org/fearless">crimestoppers-uk.org/fearless</a>



## Flow Chart - Prohibited items have been found on a child or on school premises

