



Overdale

Junior School

Behaviour Policy 2024-2025

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Ratified by Governing Body:				
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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](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

Academies, including free schools, and independent schools insert:

- 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

This policy complies with our funding agreement and articles of association.

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Introduction:

This document is a statement of the principles and strategies for managing behaviour at Overdale Junior School.

At Overdale Junior School, we believe that every member of our school community should feel valued and respected and that as such, each person should be treated fairly and with respect. We are a caring and inclusive community with values based around 'Respect, Resilience and Responsibility'. As such, we believe that we all have a responsibility to create the climate that will promote respectful and resilient behaviour as well as positive relationships, routines and structures. With this in mind, it is envisioned that this will reduce language and help children learn to manage their own behaviour.

This policy aims to:

- create a positive culture that promotes excellent standards of behaviour,
- ensure that all children and staff have the opportunity to thrive in a calm, safe and supportive environment;
- establish a whole-school approach to maintaining high standards of behaviour that reflect the values of 'the school with regards to respect, resilience and responsibility;
- outline the expectations and consequences of behaviour;
- provide a consistent approach to behaviour management that is applied equally to all children
- define what we consider to be unacceptable behaviour.
- reasonable adjustments

We aspire to a culture of high expectations with regards to behaviour and aim to implement a range of positive and supporting strategies, practices and interventions in order to ensure this. If and when these approaches towards behaviour management are exhausted, more significant interventions and sanctions (suspensions or permanent exclusion) may be required as a last resort.

Desirable behaviours are actively taught to our children through our use of the 'Character Curriculum'. (Appendix 3) The Character Curriculum sets out the desired behaviours that we teach at Overdale Junior School. The specific skills and knowledge are taught during assemblies and practiced during class time.

They are based on our key Values – The Overdale Way:

- Respect
- Resilience
- Responsibility

Roles and responsibilities

The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

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

The headteacher and SLT

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of children
- 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 children 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 children both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of children are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for children

- Establishing and maintaining clear boundaries of acceptable child behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular children
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
 - Recording behaviour incidents promptly (on DCpro)
 - Challenging children to meet the school's expectations

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, whilst 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.

Children

Children 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 standard, and the consequences they will face if they don't meet the standard

➤ The pastoral support that is available to them to help them meet the behavioural standards

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

Restorative approaches

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

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

Expectations

Children at Overdale Junior School are expected to:

- behave in a calm and orderly way, in line with our character curriculum;
- show respect to members of staff and each other;
- be resilient learners and allow others to be resilient learners too;
- be responsible learners;
- move quietly around the school;
- treat the school buildings and school property with respect;
- wear the correct uniform at all times;
- accept consequences when given;
- refrain from behaving in a way that brings the school into disrepute, including when outside of school or online.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all children can meet behavioural expectations in the curriculum. Individualised Behaviour Plans (IBP – Appendix 5) will be put in place for children who require adjustments.

Definitions of behaviour

For the purpose of this policy, the following are defined as:

Desirable behaviours

Behaviours which are taught to our children through our Character Curriculum. (Appendix 4)

Misbehaviours

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

Serious misbehaviours

- Repeated breaches of the school rules
- Any form of bullying
- Undesirable physical behaviour, including interfering with clothes
- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of racism (See Appendix 1)
- Bullying
- Endangering the safety of themselves or others
- Absconding
- Multiple attempts to abscond within a short space of time
- Defiant behaviours such as refusing to reflect in the partner class
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- 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
- 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

Possession of any prohibited items, which include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Items containing nuts
- Fireworks
- Pornographic images
- Offensive material
- Any item that is harmful or detrimental to school discipline

- 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 children)

Managing behaviour

Celebration and recognition of desirable behaviours

Desirable behaviours are celebrated and recognised through:

- positive verbal praise and encouragement for showing the desired behaviours as taught through the character curriculum;
- stickers being awarded for showing the desired behaviours as taught through the character curriculum;
- special mention slips handed out in assemblies and then sent home;
- hot chocolate – gold slip reward
- Blue slip recognition card
- attendance certificate (by class)
- awarding pom-poms for the class pom-pom jar for showing the desired behaviours as taught through the character curriculum;
- individual children's names being displayed on the recognition board for showing the desired behaviours as taught through the character curriculum;
- celebration assemblies;
- whole-class or year group rewards e.g. extra break time or a special class prize; and
- headteacher/deputy headteacher/ assistant headteacher's awards, which are given out for excellent pieces of work and for making positive contributions to the school.

Strategies for managing misbehaviour:

We aspire to a calm, safe and supportive environment where both children and staff are respected and can work in safety. As such, we expect all children and staff to behave appropriately at all times; this includes actively engaging with lessons and play. When behaviour does not meet the desired expectations, a range of positive redirection and de-escalation strategies will be employed.

We recognise that managing a child's behaviour is a complex task. At all times, Overdale Junior School staff will rely on their professional judgement, their knowledge of the child's individual needs and the building of positive relationships with each child in order to achieve this. Across the school, behaviour which is not in line with school expectations is dealt with consistently by all staff and adults.

Staff at Overdale Junior School are responsible for setting the tone and context for positive behaviour within the school.

When a child's behaviour falls below the standard that can reasonably be expected of them, staff will respond positively in order to restore a calm and safe learning environment and to prevent recurrence of misbehaviour. 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. It is our aim that children always know with certainty that misbehaviour will be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases where necessary.

Staff will:

- Create and maintain a stimulating environment that encourages children to be engaged
- Display the 'Character Curriculum' on the walls of their classroom
- Celebrate children who show examples of the character curriculum on recognition boards
- Develop a positive relationship with children, which may include:
 - greeting children in the morning/at the start of lessons
 - welcoming children each morning and afternoon by standing at the door of each classroom
 - 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
- Positive framing and use of least invasive interaction
- Non-verbal reminders (non-verbal signals such as pointing towards the board/work/fingers on lips)
- Positive group correction (I can see everyone here is nearly ready)
- Anonymous individual correction (I need one more pair of eyes on me)
- Private individual correction (You need your pencil out and I will check back in 30 seconds)

All children 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 child to help them to meet behaviour standards in the future.

Create individual behaviour plans to consider triggers (Appendix 5) in conjunction with the child. These will become working documents which can be added to and amended as wider understanding about the child and their individual needs are gathered.

Misbehaviour during playtime

1. Positive narration and reminder of the expectations
2. Verbal warning – “That’s a one”.
3. Second warning – “That’s a two”. The child will receive a time out for 10 minutes with the adult on duty.
4. Final warning – “That’s a three”. The child will need to complete a restorative conversation sheet with the adult on duty.

If the child’s behaviour continues or become serious, the staff member on duty should radio call assistance from SLT. (Appendix 4)

The school operations using a ‘123 magic’ approach. Children will be offered an initial verbal warning.

During class time:

Staff will say: **“That’s a 1”.**

If the child continues to show misbehaviours, the staff member will say: **“That’s a 2”.**

The child will be given 10 minutes reflection time in their partner classroom. Once this reflection time is complete, they will return to class and receive a fresh start.

If the child continues to show misbehaviours, the staff member will say: **“That’s a 3”.**

If a child has received a ‘3’, they will be required to undertake a ‘Restorative behaviour conversation’ during their next breaktime. (Appendix 6). Further, communication with home will be made and a record of the incident will be logged on DCPro.

At no time will a child be left alone in a room without adult supervision. It may sometimes be appropriate to send the child to another class for a period of time. This ‘cooling off’ period will provide children with time to regulate, reflect and subsequently re-join their class. Further, it provides a model for all children that persistent misbehaviour will not be tolerated.

Children who receive a '3' as a consequence of misbehaviour can expect 1 or more of the consequences listed below:

- Thinking time
- A verbal reminder of the expectations of behaviour
- Moving seats within the classroom
- Being sent to another classroom or another place to work
- Setting of written tasks such as a reflective account of their behaviour
- Completing missed school work during break or lunchtime

Serious misbehaviours

For serious incidents, children will receive an immediate '3'.

Depending upon the nature of the incident, a restorative behaviour discussion may be required as well as an apology between those involved. Incidents of a serious nature (may include, but not limited to prejudice-based and/or discriminatory bullying) will also be recorded on CPOMs/DCPro as appropriate.

The school may use 1 or more of the following consequences in response to serious misbehaviours:

- engagement in the restorative programme;
- a verbal reminder of the expectations of behaviour;
- moving seats within the classroom;
- being sent to another classroom or another place to complete work;
- setting of written tasks such as an account of their behaviour;
- completing missed school work at home, or at break or lunchtime
- loss of unstructured playtime;
- referring the child to a senior member of staff;
- a letter or phone call home to parents
- an individual behaviour plan;
- putting the child 'on report' for either behaviour, conduct or inappropriate language;
- removal of the child from the classroom
- for online/cyber-bullying, the perpetrator will experience the removal of access to unsupervised technology on the school's premises – a member of staff will need to accompany the child's use to allow for curriculum based activities to be completed.
- exclusion from certain areas of school premises
- suspension (minor fixed-term exclusion, including lunchtimes)
- suspension (major fixed-term exclusion)
- permanent exclusions, in the most serious of circumstances

Personal circumstances of the child will be taken into account when choosing consequences and decisions will be made on a case-by-case basis.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher, or deputy headteacher if the headteacher is not available, and only as a last resort.

Please refer to our exclusions policy for more information.

Responding to misbehaviour from children with SEND

Recognising the impact of SEND on behaviour

The school recognises that children's behaviour may be impacted by a special educational need or disability (SEND) and SEMD needs.

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

When dealing with misbehaviour from children 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 child caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of children with SEND ([Children and Families Act 2014](#))
- If a child 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 child concerned and may include and be planned for as part of the IBP process:

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

Adapting sanctions for children with SEND

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

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child 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 child 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 child displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a child 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 child, 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.

Children 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 child 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.

Training

- As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
 - The use of the school '123' behaviour approach
 - Trauma informed practices
 - The use of the restorative approach
 - The needs of the children at the school

- How SEND and mental health needs impact behaviour
- Behaviour management will also form part of continuing professional development.

'Route B'

We understand that a very small number of our children will need a more bespoke and targeted support programme in order to support their access to school and ensure that they remain broadly in line with our behaviour policy. At Overdale Junior School, we call this approach 'Route B'. Route B takes into consideration any necessary reasonable adjustments made in line with particular needs and with the SEND code of practice.

If a child becomes subject to 'Route B':

- An individual behaviour plan will be devised (which may include a soft start, sensory breaks, choice boards, visual timetable, now/next, and in some cases a reduced time table) and should include possible triggers and agreed suggestions as to effective strategies to use to de-escalate.
- Parent meeting following development of IBP
- Positive handling plan
- Team Child – a team of trusted adults who will check in on the child during the school week
- Personalised reward chart
- Regular DOJO communication – positives and areas of improvements

Route B Rewards and Recognition

Rewards and recognition for children who are on the 'Route B' pathway is in line with the behaviour recognition system for all children. There will be opportunities to celebrate success in line with all children at Overdale Junior School as well as opportunities to celebrate success when targets from the IBP are met.

Route B consequences

For children who require a more bespoke behaviour plan, consequences will be outlined in their Individual Behaviour Plan (Appendix 5). It may be appropriate for children following an IBP to be given opportunities to be redirected into an alternative learning space for periods of time, as directed by their teacher, teaching assistant or members of key pastoral staff. Regulation time will take place until the child is ready to restore and resolve (restorative conversation) behaviours and move forward with their learning.

Removal from class should be shared with families, with the target of reducing these over a period time.

Restorative Practice

If a child has more than one 3 in a day or week or a child has been involved in a conflict with another child it may be appropriate for staff to take a restorative approach. This gives the child an opportunity to learn from their behaviour and engage in acts of empathy and forgiveness. Staff will use a restorative script to help the child understand the consequences of their behaviour and the member of staff will work with the child to make amends.

This will provide all those involved:

- with a chance to tell their side of the story and feel heard
- to understand better how the situation happened and how it can be avoided another time
- to feel understood by the others involved
- to find a way to move on and repair any damage done to their connections with the others involved, or even build connections where there were none previously.

When a teacher feels it is necessary for a Pastoral Support Worker (PSW) or the Senior Leadership Team (SLT) to become involved this will happen. If this escalation occurs, parents will be made aware and involved in behaviour modification as soon as possible. They will be asked to come into school to discuss ways of helping the child.

Parents will always be spoken to privately and confidentially.

If a child's name is repeatedly brought to the attention of the Headteacher or members of SLT, the parent/carer will again be invited into school to discuss the concerns raised.

A programme to help the child modify his/her behaviour will then be worked out jointly.

Class Teachers should be informed of misbehaviours witnessed outside of the classroom setting however, the adult dealing with the behaviour at the time should oversee consequences.

For children with complex needs with Element 3 funding or an EHCP or for children with identified SEND reasonable adjustments will be made, these will be agreed with parents in advance.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[Searching, screening and confiscation in schools - GOV.UK](#)

Confiscation

Any prohibited items (listed in section 4) 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 headteacher or member of the senior leadership team, 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 draws.

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 / draws
- 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 4) and items identified in the school rules.

Occasionally, whole class or year-group spot searches of pupil's possessions may take place for any item at the digression of a member of the senior leadership team. This would usually take place if a prohibited item is suspected to be in a pupil/s possession but it is not known who. These spot searches will be announced to the group/class to allow pupils to voluntarily surrender any prohibited items. If a pupil/s in the group do not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) 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
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 4). 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
- 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.

Behaviour Modification Process:

Staff and Governors of Overdale Junior School expect the cooperation and support of the parent/carer and the child in planning and carrying out a behaviour programme. The programme will be reviewed within an agreed timespan. A programme may include:

- Opportunities for positive reinforcement of appropriate behaviour.
- A daily reporting system (successes will also be reported)
- Positive Behaviour Plan
- Positive Handling Plan

If a serious incident occurs, parents/carers will be contacted as soon as possible by telephone, by personal contact at the end of the day or by letter delivered to the parent at the end of the day. Where appropriate, parents will be invited to meet with the Headteacher/ member of SLT and/or the Class Teacher to discuss the incident and how it is being dealt with in school. The school expects cooperation with the actions that are being taken by the school.

Dinner Times:

The same warning system will apply and misbehaviour will be reported to the Class Teacher or the Headteacher. Persistent dinner time misbehaviour will lead to exclusion from dinners for a fixed time. Serious Incidents are reported on CPOMS.

Physical Intervention

All of our staff are trained in de-escalation strategies and these will always be the first response. Physical intervention will be considered as a last resort. We have a core group of staff that are Team Teach trained. If a child has to be restrained for their own or others safety, this will be logged using the Leicester City Physical Intervention portal. Parents are contacted if a child has had to be restrained. The intervention is also recorded on CPOMS. For further information please see our Physical Intervention Policy.

Safeguarding

Overdale Junior School recognises that changes in behaviour may be an indicator that a child is in need of help or protection. We will consider whether a child'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.

Off-site misbehaviour

Where a child is representing the school off-site, sanctions may be applied where a child has misbehaved.

This means misbehaviour when the child 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 child of our school

Sanctions may also be applied where a child 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 child of the school
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the child is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

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

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

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

Suspected criminal behaviour

If a child 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 headteacher or member of the senior leadership team 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 appropriate.

Zero-tolerance approach to Harmful Sexual Behaviours and/or Language

The school will ensure that all incidents relating to Harmful Sexual Behaviours/ violence/ language are met with a suitable response, and never ignored.

Children 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.

Malicious allegations

Where a child 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 child in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child 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 child 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 child's 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 child's.

Conclusion:

It is hoped that very few children will be involved in disciplinary programmes.

During all stages, staff will look very carefully at the following points:

- The attitude of the child in question
- The effect of the behaviour on other children
- The health and safety of other individuals
- The effect of the behaviour on the educational process

All cases will be looked at individually within the framework laid down by the Code of Practice, and whatever programme is followed **the safety and education of all children will be our main consideration.**

If, after all these considerations, behaviour shows no improvements, fixed term and ultimately permanent exclusion from school will be considered.

Appendices

Appendix 1

Dealing with Racist Incidents

The Stephen Lawrence Inquiry Report defines a racist incident for the purposes of reporting and recording, as;

‘Any incident which is perceived to be racist by the victim or any other person’

The use of this definition ensures that all possible racist incidents are properly investigated and followed through.

This definition is designed to take account of the fact that the under-reporting of racist incidents is a serious problem in dealing with racism.

At Overdale Junior School all forms of racism are unacceptable.

Racist name calling and the use of racist labels should be recorded and followed through. Racist incidents are not always accompanied by overt expression of racial prejudice or intolerance and that racist behaviour may also take the forms of ignoring, not allowing to join in, not sharing and other more covert exclusionary practices.

Racial harassment and abuse can often only be obvious to the person experiencing it, and while victims should be encouraged to report incidents, staff must not wait for victims to take the initiative. Young people often suffer this kind of abuse in silence for a variety of reasons.

In dealing with reported incidents once again the Stephen Lawrence Inquiry report offers a useful working definition in stating that racism is:

“conduct or words or practices which advantage or disadvantage people because of their colour, culture or ethnic origin. In its more subtle form, it is as damaging as in its overt form.”

At Overdale Junior School:

All staff must play a role in tackling racist incidents by;

- Knowing where the school stands.
- Understanding what constitutes a racist incident.
- Knowing what the procedures are.

- Knowing who they report racist incidents to

As stated in the school behaviour policy, the school considers racism in any form as a serious offence.

Assemblies and circle time etc. are used to explain and reinforce this message with the children. It should be clear to all children, how they report incidents, confidentially and anonymously if need be.

Alleged racist incident – if anyone feels an incident is racist then:

A. Initial Response

- Treat the issue seriously
- Respond immediately
- Reinforce school's position and rules on racism
- Focus on the perpetrator's behaviour (rather than the person)
- Support and affirm the victim
- Connect with children feelings
- Support and affirm the victim, explaining how racism works through the stereotyping of an individual

B. Record

- Fill in Racist Incident Report Form
- Notify the named management team member responsible for dealing with racist incidents

C. Investigate

- Senior Leadership Team to lead
- Listen to all parties
- Address underlying issues, e.g., an incident may not be racial in origin – it might be a dispute over resources in which racist abuse has been used: in which case the original issue should be sorted out as well as the use of the unacceptable words that made it a racist incident.

- Make sure race issues are covered – do not just treat incidents as, say, a case of simple bullying – be able to explain why it is a racist incident if you judge it to be such
- Reinforce school's position and rules on racism
- If it's not judged to be a racist incident this would need to be explained to the parties involved, though the incident might still remain as another kind of infringement of the school's behaviour policy which needed a response. The incident will be recorded on CPOMS alongside the outcome of the investigation.

D. Further Response

- Inform and involve class teachers Follow through with both victim and perpetrator □ Address the perpetrator's racist behaviour and correct racist misperceptions, e.g.
about not belonging in "our" country
- Reinforce the school's position and rules on racism

Appendix 2

Exclusion Policy

Introduction

Overdale Junior School seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried extensively to improve behaviour, but have not been successful.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the children's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The headteacher and staff will identify children whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies e.g. the Social Emotional Mental Health (SEMH) team, the Educational Psychologist (EP) and Behaviour Support Team (BST).

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

Reasons for Exclusion

A serious offence could by itself justify a children's exclusion. This may include an aspect of the following:

- Physical abuse of another child or adult, e.g. biting, kicking, punching, etc.
- Verbal abuse of another child or adult, e.g. taunting, swearing, insolence, refusal to answer, etc.
- Deliberate breaking or stealing of property
- Racial abuse, use of racist language or any form of discriminating behaviour
- Bullying
- Endangering the safety of themselves or others through actions such as absconding or multiple attempts to abscond
- Frequent high-level disruption to lessons

- Frequent high-levels of non-compliance
- Frequent high-levels of disrespect to any adult in school
- Any behaviour deemed to be inappropriate

In the Run –up to a Possible Exclusion

In cases where an exclusion seems likely to occur, the school will:

- Warn parents/carers in writing that the children is at risk of exclusion
- If time allows, arrange a meeting with the parents to plan how to support the children in an attempt to avoid the need for exclusion
- Take account of views of the children
- Keep written notes of all verbal warnings given to the children and advice given to parents/carers
- Involve the EP and/or SEMH and/or BST and/or other agencies, as soon as possible.

Roles and Responsibilities

Only the headteacher or, in their absence, a member of the senior leadership team acting in their stead, can exclude a children from school.

The Exclusion Process

Single Day Exclusion.

In the first instance it is probable that a single day exclusion would be used.

The headteacher is responsible for:

Applying the civil standard of proof when establishing the facts in relation to an exclusion.

Complying with their statutory duties in relation to children with SEND when administering the exclusion process, as outlined in the Special Educational Needs and

Disabilities (SEND) Policy. Reasonable adjustments for children with identified SEND are made.

- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g. if a children has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a children who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of exclusions as a sanction, e.g. if a children has received multiple exclusions or is approaching the legal limit for exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual children, particularly those with SEND, eligible for FSM, LAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of children with additional needs.
- Determining whether a children will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a children.
- Ensuring they have considered their legal duty of care when sending a children home following an exclusion.
- Making the decision to exclude based on the evidence available at the time, regardless of any police investigation and/or criminal proceedings.
- Ensuring that all information provided to parents is clear and easily understood.
- Notifying the governing board and LA of their decision to exclude a children where appropriate, as well as the children's home authority if required.
- Notifying the governing board once per term of any exclusions not already notified.
- Organising suitable work for excluded children where alternative provision cannot be arranged.

If an exclusion is considered appropriate:

- Parents/carers will be notified immediately by telephone and asked to remove their child from the school.

- They will be given a formal letter outlining the reason for exclusion, the exclusion process and details of procedures they may wish to adopt e.g. appeals procedure.
- The Chair of Governors will be notified in writing at the time exclusion is decided, as will the appropriate agencies of the Local Authority.
- The school will also work to put in place a “re-integration” programme for the children on his/her return.

Fixed Period Exclusion.

Fixed period exclusions must not exceed 45 school days in any one academic year. Work will be set by the school for the child to complete at home during the first five days of the exclusion. If the period of exclusion is longer than 5 days the school will contact the parents to inform them of the arrangements that have been put in place to provide education for their child from the 6th day of the exclusion. The parents are responsible for the care of their child in the first 5 days of exclusion. If a children is excluded for more than 15 days in one term (this includes a multitude of exclusions including half days) parents/carers may request a review.

Permanent Exclusion.

If fixed period exclusions are unsuccessful in reforming the child’s behaviour then it will eventually become necessary to permanently exclude the child from the school.

Representation to the Governors Disciplinary Committee

Parents/carers can make representations about the exclusion to the Governors Disciplinary Committee. This will be formed of three Governors. These Governors will be responsible for electing a Chair of the Disciplinary Committee.

Post Exclusion Planning

Re-integration into the Excluding School. The headteacher will convene a meeting to discuss and make plans for the re-integration of the children after an extended

exclusion. The meeting will make the necessary preparations for the children's return to school and will involve the parents/carers and the children. Parents/carers are entitled to take a friend or supporter.

The meeting will consider all aspects of re-integrating the children, including the provision of additional support. Any previous behaviour management plans will be revised and new targets agreed. If there were no plans prior to the exclusion, then a plan will be drawn up. All plans will include elements of a contract between the parties involved so that the children will know how to achieve success. The school will set realistic targets and review dates will be set. The meeting will also consider whether the children has additional needs and whether enough is being done to support those needs.

Monitoring and Review

The Governors monitor the exclusion procedure, in order to ensure that any exclusion will be handled properly. The headteacher keeps detailed records of any exclusion made by the school. Governors are informed if an exclusion has taken place since the last Full Governing Body meeting.

Governors take into account any local or national decisions that affect the exclusions process, and make any modifications necessary to this policy. This policy is made available to all parents, so that they can be properly informed about the exclusion process.

For more information on Exclusions please read Leicester City Council Exclusions – A brief guide.

Conclusion

It is hoped that very few children will be involved in disciplinary programmes. During all stages, staff will look very carefully at the following points:

- The attitude of the child in question
- The effect of the behaviour on other children
- The health and safety of other individuals
- The effect of the behaviour on the educational process

All cases will be looked at individually within the framework laid down by the Code of Practice, and whatever programme is followed **the safety and education of all children will be our main consideration.**

If, after all these considerations, behaviour shows no improvements, fixed term and ultimately permanent exclusion from school will be considered.

This policy will be reviewed every 3 years – or earlier if required

- Review date: November 2024
- Review date.....
- Review date.....

Head Teacher

To be well informed, provide active leadership and set high expectations for what can be achieved by staff and children

To observe lessons and give feedback for improvements

Policy agreed by Governing Body on 8th November 2021

Signed T. Smith


Title of Signatory Chair of Governors

And will be reviewed every 3 years


Review date: October 2024


Review date.....

Review date.....




The Overdale Way







Be a good learner



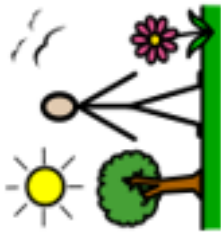
Deal with conflicts




Be reliable




Take care of belongings




Look after the environment




Persevere




Overcome set backs




Take on challenges




Be reflective



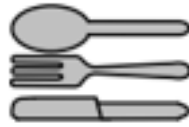
Ask for help




Be a good listener




Be kind



Be polite



Be grateful

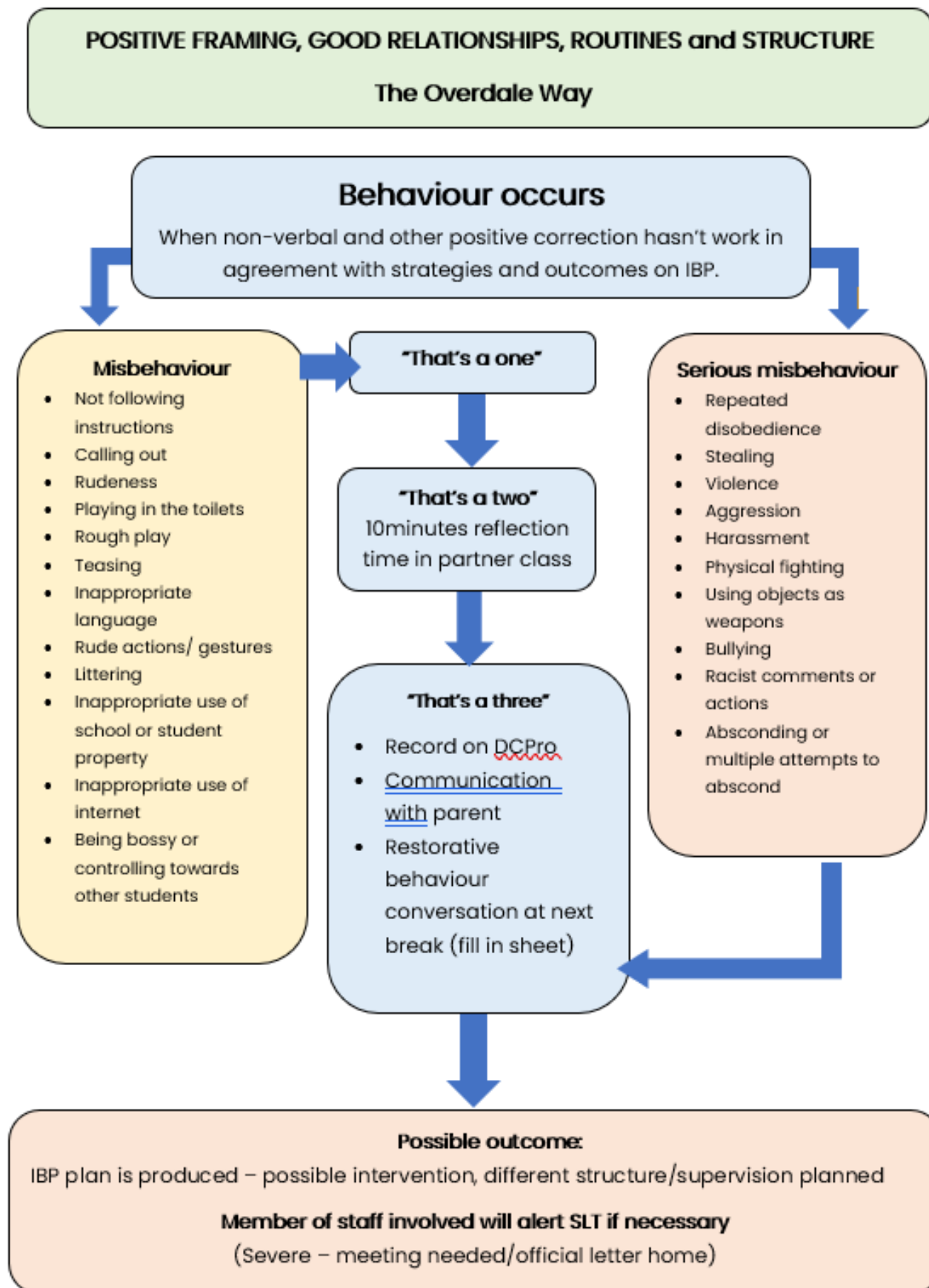


Be open minded

Respect	Resilience	Responsibility
Be a good listener <ul style="list-style-type: none"> - How to sit on a chair and track the teacher - How to listen to each other - How to listen during assemblies - How to ask or share without shouting out. 	Persevere <ul style="list-style-type: none"> - How to stick with something when it is getting hard. - How to use self-talk. - How to break down a task. 	Be a good learner <ul style="list-style-type: none"> - How to be ready to learn. - How to not distract others. - How to stay focussed. - How to have my equipment ready.
Be Kind <ul style="list-style-type: none"> - How to share. - How to include others in your game. - How to greet people. - How to show kindness through my actions. - How to show kindness through my words. 	Overcome set backs <ul style="list-style-type: none"> - How to be compassionate to myself. - How to use coping strategies to stay calm. 	Be reliable <ul style="list-style-type: none"> - How to accepts when you have made mistakes. - How to be honest. - How to be reliable. - How to walk around the school. - How to go to the toilet appropriately.
Dining room manners <ul style="list-style-type: none"> - How to use a knife and fork. - How to communicate. - How to respect personal space. - How to wait or queue patiently. 	Take on challenges <ul style="list-style-type: none"> - How to reframe and approach challenges. - How to use positive thinking. - How to set myself new challenges. - How to be aspirational. 	Take care of belongings <ul style="list-style-type: none"> - How to look after my school clothes. - How to wear the correct uniform. - How to use the play equipment.
Be grateful <ul style="list-style-type: none"> - How to say please and thank you. - How to show gratitude. 	Recognise when I need help <ul style="list-style-type: none"> - How to know who can help me. - How to know when I need help. - How to ask for help. 	Dealing with conflicts <ul style="list-style-type: none"> - How to resolve issues on the playground - How to ask someone to stop doing something. - How to say sorry.

<p>Be open minded</p> <ul style="list-style-type: none"> - How to consider other perspectives. - How to be empathetic. - How to accept differences. - How to share my opinions appropriately. 	<p>Be reflective and improve</p> <ul style="list-style-type: none"> - How to recognise good mistakes. - How to think about my learning. 	<p>Take care of your environment</p> <ul style="list-style-type: none"> - How to look after the school environment. - How to look after my local environment. - How to look after the wider environment.
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Appendix 4: Behaviour flowchart





Appendix 5 – Example of Individual Behaviour Plan

CHILDREN NAME:	CLASS:	YEAR GROUP:
Date of birth: Date plan starts: Date of next review:	Medical conditions/needs: Staff working with the children:	
Challenging behaviour – What does it look like? What triggers it?	Targets – What are we working towards? How do we get there?	
Strategies for positive behaviour – How do we maintain positive behavior? <ul style="list-style-type: none"> • Phrases to use • Rewards, motivators 	Early warning signs How do we prevent an incident? <ul style="list-style-type: none"> • What to look out for • How to respond (reminders, alternative environment) 	
Reactive strategies How do we diffuse the situation? <ul style="list-style-type: none"> • What to do and what not to do • Phrases to use • Calming techniques At what stage should another member of staff be informed? Who should this be?	Support after an incident – How do we help the children reflect and learn from the incident? Is there anything that staff can learn about working with this children?	
Skills and Talents	Achievements	
Likes	Dislikes	

Log of incidents:			
Date	Description of behaviour	Trigger for incident	Action taken
IBP evaluation and next steps:			
Agreement:			
Parent name		Staff name	
Parent signature		Staff signature	
Date		Date	

Appendix 6 – Restorative Approach Conversation

**Restorative Conversation**

Name: _____ Class: _____

Date: _____ Time: _____

Tell me what happened.

What were you thinking at the time?


What do you think about it now?

Who was affected? How were they affected?


What is needed to make things right?

How can we make sure this doesn't happen again?

Questions for gathering information

- 
- What happened?
 - Where did it happen? (location/body part)
 - Who was there? What did they do?
 - When did it happen?
 - What else can you tell me about it?

Restorative Conversation

- 
- What happened?
 - What were you thinking at the time?
 - What do you think about it now?
 - Who was affected? How were they affected?
 - What is needed to make things right?
 - How can we make sure it doesn't happen again?