

MANFORD PRIMARY SCHOOL



BEHAVIOUR POLICY

Date:	Review Date:	Endorsed by:	Reviewed by:
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Contents

	Page no
1. Aims	3
2. Legislation and statutory requirements	3
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities	7
6. Pupil Code of Conduct	9
7. Responding to Behaviour	11
8. Serious sanctions	20
9. Responding to misbehaviours from pupils with SEND	21
10. Supporting pupils following a sanction	23
11. Pupil transition	23
12. Training	23
13. Monitoring arrangements	23
14. Links with other policies	24
Appendix 1: Written statement of behaviour principles	
Appendix 2: Escalation Process	
Appendix 3: Escalation process for incidents of Homophobia, Serious Behaviour and Racism.	
Appendix 4: Behaviour Log	

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn 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:
 - Showing **Respect** to all in the Manford Community
 - Demonstrating **Responsibility** for our actions
 - Exhibiting **Resilience** when overcoming challenges

• Summarise the roles and responsibilities of people in the school community with regards to behaviour management.

Define what we consider to be unacceptable behaviour, including bullying

• Outline our system of rewards and sanctions based on our motto, 'Believe in Yourself' and in line with our written behaviour principles

We are a Rights Respecting School, our ethos is underpinned by the articles in the **UNHCR's Right's Respecting** agenda, with the following articles particularly pertinent to this policy:

Article 2 (Non-discrimination) - **Article 3** (Best interests of the child) - **Article 4** (Protection of rights) - **Article 12** (Respect for the views of the child) - **Article 13** (Freedom of expression) - **Article 14** (Freedom of thought, conscience and religion) - **Article 15** (Freedom of association) - **Article 16** (Right to privacy) - **Article 19** (Protection from all forms of violence) - **Article 28**: (Right to education) - **Article 29** (Goals of education) - **Article 31** (Leisure, play and culture)

We are committed to promoting and embedding **British Values** throughout our curriculum and school life. British Values, as defined by the government, include Democracy, The Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs. These values are reflected in our daily activities, school ethos, and interactions among pupils, staff, and the wider community.

By embedding **British Values** in all aspects of school life, we prepare our pupils to become responsible, respectful, and well-rounded individuals who contribute positively to society. We continually strive to create an inclusive and nurturing environment where these values are upheld and celebrated every day.

2. Legislation and Statutory Requirements

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:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

As a community, we work together to instil positive values in our pupils and equip them with strategies to support themselves to self – regulate when their behaviour begins to decline. We know that some low-level behaviours are due to poor metacognitive skills. We teach pupils metacognition to support positive behaviours. Examples of misbehaviour are:

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Being disrespectful towards others and the school environment
- Non-completion of classwork
- Intentional poor attitude towards learning
- 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/ cigarette papers/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)

4. Bullying

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

Bullying is, therefore:

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

Bullying can include:

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"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
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)

We take our role in caring for the children at Manford Primary School very seriously and aim to work with them in order to empower them to, 'have a voice' and develop resilience. This includes playing a key role in helping the perpetrator to recognise the impact on the victim and become self-reflective and empathetic. All staff members must be consistent in their approach to children's behaviour and follow the school's behaviour policy.

- Pupils, parents and staff can report incidents of bullying by speaking to any member of staff.
- Allegations of bullying are investigated by a member of SLT and the class teacher.
- The school records, analyses and monitors incidents of bullying on CPOMS (Child Protection Online Monitoring System), with behaviour reports shared termly with governors.
- Sanctions for bullying are listed on section 7 of this policy
- Process for incidents of Homophobia, Racism and Serious Behaviours – attached
- The school supports pupils who have been bullied, and those vulnerable to bullying through strategic pastoral intervention from the ELSA (Emotional Literacy Support Assistant) team.
- Staff and governors engage with a wide range of training on how to handle bullying using both local and National agencies.

4.2 Whole School Strategies

- Pupils are taught about 'Worry Boxes', and how to use them, encouraging them to report any concerns that they have.
- Our termly 'Right to Be Safe' weeks encourage rich discussions, empowering our children to speak out.
- Children work with a range of local and national agencies supporting them to be able to identify when they are being victimised and how to reach out for support.
- As well as following the National Curriculum to plan our PSHE lessons (Personal, Social, Health Education) we use The Jigsaw Scheme, supporting teachers to empower our children with the skills and knowledge necessary in order for them to thrive.
- Our School values – **Respect, Resilience and Responsibility** are referred to by all staff when interacting with children, visible in the environment and are taught explicitly in class and assemblies.
- We use local and national agencies to support our staff and children e.g BRAVE, Prevent, NSPCC, Local Community Police, Redbridge Educational Psychology Service.
- We have regular meetings with our support staff and midday team, equipping them with strategies to manage behaviour.
- All staff have been trained on how to use 'Zones of Regulation', with the children, with visual aids supporting the use of this on display in all classrooms.
- A range of SMSC (Spiritual, Moral, Social and Cultural) scenarios have been interwoven through our curriculum, encouraging high quality discussion, giving our children time to reflect and learn how to become responsible, respectful and resilient citizens.
- Continuing with our journey, being a UNICEF Rights Respecting School, creating a safe and inspiring place to learn.
- Staff to report incidents on CPOMS (Child Protection Online Management System).

4.3 Online Safety

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Cyber bullying (including online bullying that occurs off school premises) is taken very seriously within school. Any issues or concerns will be dealt with in line with the school's behaviour policy and the online safety policy. Our website has many links to support parents and pupils with how to keep safe online. Our Online Safety Policy can be referred to alongside this policy.

4.4 Expectations for Remote Education

From time to time, as an emergency measure, learning may be provided online for classes. The expectations for remote learning are linked to our School Values. We work together as a community so during school closure, we expect pupils to engage and be respectful in the same way as they would be in school.

Staff can expect pupils learning remotely to:

- Be contactable during the school day
- Be respectful when using the chat function
- Follow the instructions given
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching ass
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

5. Roles and responsibilities

5.1 The governing board

The Manford Primary Governing Body 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

5.2 The headteacher

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 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)

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5.3 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 behaviour incidents promptly (see appendix 4 for a behaviour log)
 - Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, are expected to:

- 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.

5.5 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.

5.6

Pupil Code of Conduct

At Manford Primary School, we believe that every pupil should feel safe, valued, and encouraged to reach their full potential. By following this Code of Conduct, we can create a happy and respectful learning environment for everyone.

- Treat everyone with kindness and respect, including classmates, teachers, and all school staff.
- Speak politely and listen when others are talking.
- Take care of school property, equipment, and the environment.
- Respect differences and celebrate what makes each person unique
- Be mindful of your words and actions.
- Own up to mistakes and learn from them.
- Always follow school rules and instructions given by staff.
- Be honest and fair in everything you do.
- Always try your hardest in all tasks and never give up easily.
- Take pride in your work and achievements.
- Encourage and support others to do their best.
- Be kind to everyone, including those who may be feeling left out or upset.
- Use kind words and actions to make others feel safe and happy.
- Help others when they need support
- Learn from challenges and mistakes rather than giving up
- Stay positive and believe in yourself
- Have high expectations for yourself and what you can achieve.
- Set goals and work towards them with determination.
- Celebrate your own and others' successes.
- Arrive at school and lessons on time, ready to learn.
- Bring everything you need for the school day.
- Make the most of every learning opportunity
- If something feels wrong or unsafe, tell a trusted adult.
- Stand up for yourself and others in a respectful way.
- Report any bullying or unkind behaviour immediately.

By following this Code of Conduct, we can all work together to make Manford Primary a happy, safe, and inspiring place to learn.

6.1 School behaviour curriculum

At Manford we aim to prepare pupils for the next stage in their education and for successful futures. As such, every moment in school is part of the process of preparing for adulthood, providing positive role models and equipping children with resilience, independence and ambition, whilst supporting them to become responsible and respectful citizens. Thus, aiming to set them on a positive path. This is intertwined with our adoption of UNICEF's Rights Respecting Schools project, which includes British Values.

Manford Primary School's vision statement:

We believe that Manford children are amazing young people.

We aim to support their development by ensuring they have excellent educational experiences which encourage a love of learning, a pride in all they do and build memories that continue to influence their lives in a positive way.

We want to empower them to know that they have the capacity to make great decisions and to change the world.

This is closely linked with our school motto of, 'Believe in Yourself'. We seek to raise our children's self-esteem by encouraging them to be aspirational and to always do their best. We want to instil a sense of pride in our children. When children are confident and secure about who they are, they are more likely to have a growth mindset and stand up for themselves and ask for help. This means they can motivate themselves to take on new challenges and can cope with mistakes, learning from them.

Manford Primary School's Values:

These values are displayed throughout the school and regularly referred to in learning across the curriculum. By doing this we aim to embed an ethos and culture that values individuality, tolerance, compassion and encourages our pupils and staff to learn from our mistakes and to aim high for themselves and each other.

These values were chosen by the staff and children because they capture qualities that we want our children to adopt and display, and because they are closely linked to our school vision statement and motto. We believe they will enable our children to draw on them as they develop and mature in life, so that they become respectful and responsible citizens who are well prepared for the next phase of their lives.

Respect

- Care for each other and the school environment.
- Listen and value everyone's opinions, choices and be understanding of others' experiences.
- Recognise when wrong, help each other to restore relationships by working together.
- Show kindness and respect to everyone.

Resilience

- To stay strong during challenging times
- Deal with difficult emotions that I encounter
- Learn from my mistakes
- Be able to bounce back from difficulties that you encounter.

Responsibility

- To make good choices
- Take accountability for my actions and be honest
- Look out for the wellbeing of others

- Take part in class and do my best
- Help others and be a good role model
- Want the best for myself and my future
- Take care of the environment and my belongings

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

6.2 Mobile phones

Pupils are only allowed to bring a mobile phone to school if they come to school or walk home alone. Phones are not to be used during the school day. Pupils must switch off their phone and hand it to the class teacher to be locked away. Pupils will collect their phone at the end of the school day. Parental permission must be provided and parents must be clear that the school accepts no liability for loss or damage to phones.

7. Responding to behaviour

At Manford, we foster positive relationships with our children and are acutely aware that the children look to all staff as role models,

Staff are aware that they 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
 - Being highly organised so as not to trigger disruptions
 - Have a class line order in place to promote smooth transitions across the school
 - Displaying visual timetables/ zones of regulations/ escalation posters
 - Applying the escalation process consistently when needs be
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting, promoting and rewarding good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement and positive language
 - Where possible try to deal with situations yourself to enhance your own credibility and authority
 - Be consistent whilst taking into account each child's individual needs.
 - No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see

Where children find themselves in conflict or disagreement, we use the Restorative Justice approach. By using the restorative approach, we teach children the following skills:

- non-violent communication
- development of empathy and rapport
- understanding and managing anger
- developing self-esteem and valuing others
- assertiveness
- tolerance and understanding of difference.

Therefore, we increase a general commitment to listen to one another. Examples of restorative justice questions used by adults to children, can also be found on the reflective charts pupils complete after a conflict:

These include:

- What happened from your point of view?
- Can you describe what led up to the situation?
- How did you feel before/during/ after the incident?
- How could you have self-regulated at this point?
- Who could have helped you?
- What were you thinking at the time?
- What were the consequences of your actions?
- What part of the situation do you feel responsible for?
- How do you think your actions affected the other person(s) involved?
- How did your behaviour impact the classroom, school, or group?
- How would you feel if someone did the same thing to you?
- How can you try to make it better?
- What can you do next time?

This will also include allowing pupils to:

- Stop and cool off
- Define the problem (Tell the other person what has happened. Tell the other person how you feel.)
- Discuss solutions
- Choose a solution that is fair to both (Compromise is key)
- Make a plan (Decide how you will put it to action)
- Agree to the plan

Zones of Regulation

When a staff member recognises that a child is becoming less regulated, they will encourage them to do something helpful to manage their feelings and get themselves to a healthy place. The Zones of Regulation organises feelings, state of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red. The simple, common language and visual structure of Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. Ultimately, the use of the zones aims to equip children with the skills to be able to self – regulate in order to meet goals and task demands, as well as support overall well- being.

Whole Class Visual Behaviour Chart- (appendix 2)

The chart is closely linked to the zones of regulation. All children begin their day on the green zone 'ready to Learn', children can move upwards towards 'good choices' and 'outstanding behaviour' or downwards to 'Time to reflect 1 & 2' or to 'consequences 1 & 2' on the chart depending on their behaviour. Children must physically move their name themselves. If they move downwards, they are given opportunities to reflect on and change their behaviour before further consequences are given. This process encourages the children to self-regulate and seeks to reward and praise good behaviours.

Individual Behaviour Chart

If a pupil needs short term support with their behaviour a target chart is completed by the teacher in consultation with a member of SLT. This is then shared with the child and the family to support at home. This is usually a short-term measure. If a pupil needs further and long-term support with their behaviour, a behaviour support plan is put in place after discussion with all stakeholders and outside agencies. This is led by the class teacher and SLT

Home/ school records

These can be put in place to ensure that there is a clear line of communication between parents/ carers and class teachers/ support staff as to how a child's day has been. When recording in these we seek to highlight the positives and give parents/ carers an opportunity to write their feedback also.

7.2 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 on the school website for more information.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's values, vision statement and motto.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents/carers via 'Marvellous Me' or verbal correspondence
- Celebrating respectful citizens during our Friday celebration
- Positions of responsibility, such as being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity
- Celebrating Manford's 6 learning behaviours in class and Celebration Assembly. These are:
 - Effective Participant
 - Independent Enquirer
 - Reflective Learner
 - Resourceful Thinker
 - Self- Manager
 - Team Worker

Whole school house points reward system

The whole school reward system has been implemented to ensure a consistent positive approach to behaviour is applied across the whole school from Pre-School to Year 6. It gives the pupils a sense of belonging in their house and working together to achieve a goal. The house point system is to be used alongside other reward systems within the classroom that the teachers may choose e.g., stickers or marbles.

When creating the system, we felt that it was vital to have the pupils' voices included in the decision making. Along the way, questionnaires were sent out for classes to fill out so the system could be tailored specifically for our pupils and school. The pupils came up with, and voted for, the names of the houses, which are: Fire, Sky, Wind, Earth and Sea. The system will be reviewed regularly by the staff and pupils to ensure it is working efficiently.

The house point system works so pupils can collect house points on an individual basis while simultaneously collecting points for their houses.

Individual prizes

Pupils can work towards achieving the following individual prizes:

- 100 house points = a certificate
- 200 house points = a certificate and a pencil
- 300 house points = a certificate and a pen
- 400 house points = a certificate and choice of prize from the prize box
- 500 house points = a certificate and a badge
- 600 house points = a certificate, a special lunch with the Headteacher and a medal

All certificates and prizes are given out during celebration assembly.

House prizes

Pupils can work towards achieving the following house prizes:

- Half termly = extra playtime
- Termly = non-uniform day
- End of year = a party

Reasons for giving out house points

House points can be given out by all members of staff at any point during the day when the pupils are showing good behaviour in the classroom and around the school. There are multiple reasons to give out house points, with some examples listed below:

- Trying something new
- Trying your best
- Following instructions
- Helping others
- Good listening
- Being responsible
- Working independently
- Being respectful
- Being a good role model
- Being kind
- Believing in yourself

Online accounts

All pupils have access to their username and password which gives them access to their house point profile page at home. On their profile, they can see all the house points they have been awarded along with the reason and who they received it from. Badges will appear on the pupils' profiles when they reach the 100 house point milestones. This is a great way for the pupils to be able to track how they are getting on.

7.4 Responding to misbehaviour

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

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

De-escalation techniques such as referring to the zones of regulation, can be used to help prevent further behaviour issues arising.

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

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

The school may use the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Time out in class
- Sending the pupil out of the class to another class in the year group or phase- see escalation process
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection at break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, picking up litter, helping to clean the dinner hall.
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Using a home – school communication booklet
- Use of a behaviour plan
- Removal of the pupil from the classroom
- Internal/ External suspensions
- Permanent exclusion, in the most serious of circumstances

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

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers (see positive handling policy / log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Searching, screening and confiscation

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, 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 make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but 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 entail – 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 and Designated safeguarding Lead, to try to 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 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, desk or locker.

‘Outer clothing’ includes:

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

Searching pupils’ possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers 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 whether 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, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether 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/carers, 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 information about the role of the appropriate adult).

The pupil's parents/carers 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, entitlements 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 whether, 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.

7.7 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).

7.8 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

7.9 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 designated safeguarding DSL 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.

7.10 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.

7.11 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.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of SLT, and will be removed for a short time.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with learning mentor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

The class teacher will record all incidents of removal from the classroom on CPOMS, along with details of the incident that led to the removal.

8.2 Suspension and permanent exclusion

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 and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 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.

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding neurodiversity
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

9.2 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.

9.3 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.

9.4 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.

10. 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.

- Reintegration meetings
- Regular contact with a member of the inclusion team
- A behaviour chart with personalised behaviour goals
- Home -school communication booklet
- Regular meetings with Parent/carers
- Interventions to support identified needs

11. Pupil transition

11.1 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.

11.2 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.

12. Training

Staff at Manford are provided with regular training on managing behaviour, including training on:

- Positive Handling
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour
- Supporting children with Emotionally Based School Avoidance
- De-escalation techniques

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders

The data will be analysed every term by a member of SLT

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

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

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

13.2 Monitoring this policy

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

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling policy
- Mobile phone policy
- SEND policy
- Anti-Bullying policy
- Online Safety Policy Equality policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

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

Appendix 2: Escalation process for poor behaviour

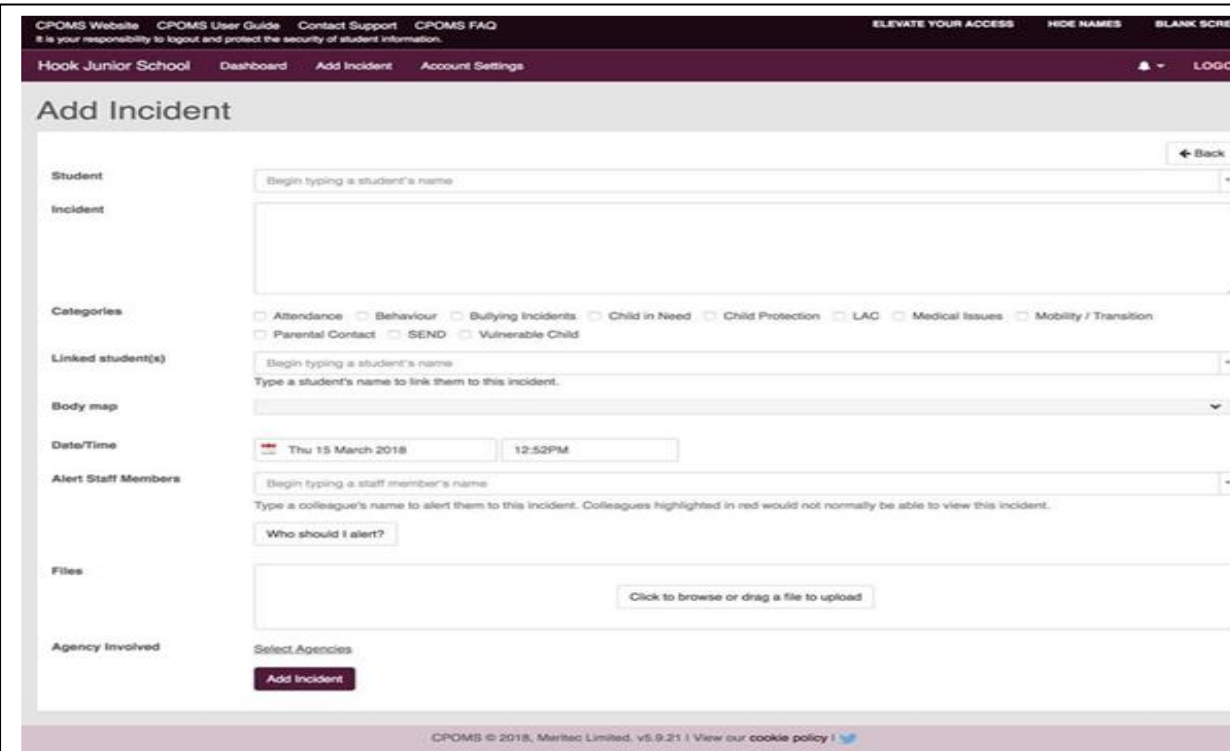
Start with a look/ verbal reminder of expected behaviour Stage 1-Low Level behavior In class	Stage 2- Five minutes time out in class	Stage 3- 10 minutes time out in partner class in year group	Stage 4- 10 mins time out in phase partner class- if it continues sent to AHT/SENDSCO	Stage 5 – Child sent to work in room with AHT/SENDSCO- Communication with parents – class teacher and SLT Potential exclusions.
<ul style="list-style-type: none"> - Throwing small things, e.g. bits of paper. - Inappropriate/ silly noises. -Out of seat. -Provoking peers. -Running in school. -Damaging equipment without malicious intent. -Fiddling with items or clothing. -Touching other people's property. -Calling out. -Persistent tapping. -Swinging on chairs. <p><i>-Remind children of rules and expectations. Communicate verbal and non-verbal reminders -Repetition of low level move to 5 minutes time out.</i></p>	<ul style="list-style-type: none"> -Repetition of 'low level behaviour', after reminders. -Throwing small items of equipment, e.g. ruler, pencil. -Swearing. -Not keeping hands and feet to self – making deliberate physical contacts with others. -Ignoring adult instructions <p><i>-Repetition of low level and already had 5 minutes time out move to 10 minutes time out in another class.</i></p> <p><i>-Parent informed Incident logged on CPOMS</i></p>	<ul style="list-style-type: none"> -Repetition of low level and already had 10 minutes time with no improvement. -Ripping up own work (malicious). -Swearing at other children with intent to offend <p><i>-Repetition of low level and already had stage 2& 3 consequences move to 10 minutes time out in Phase partner class.</i></p> <p><i>-Parent informed -Incident logged on CPOMS</i></p>	<ul style="list-style-type: none"> -If the child has not self-regulated and made their way back to green, they will have 10 mins out in partner phase class. -Swearing at member of staff. -Ripping up another child's work -Backchat/answering back (in a challenging way). -Lying (depending on the nature of the incident and impact). -Defiance – refusal to follow instructions, including refusal to do work -Repetition of low level and already had stage 2- 4 consequences move to child being sent to AHT /SENDSCO room <p><i>-Parent informed -Incident logged on CPOMS</i></p>	<ul style="list-style-type: none"> -For a child who is involved in a serious incident or displaying very inappropriate behaviour -Blocking up toilets. -Spitting at someone. - Punching/hitting/pinching/ Pushing/kicking with intent to hurt. -Throwing wet tissues on ceiling or walls. <p><i>-Three Stage 5 incidents - Parent and child meet with Class teacher and member of SLT</i></p> <p><i>-Extreme behaviours escalated straight to HT/DHT</i></p> <p><i>-Potential internal / external exclusion as directed by HT</i></p> <p><i>-Parent informed -Incident logged on CPOMS -Schools Exclusions and Chair of governors informed</i></p>

Red cards are sent to SLT/ Main Office if there is an incident whereby there is an immediate danger to a child or others, or a serious safeguarding incident/ disclosure.

Appendix 2: Escalation Process for Racist Incidents, Serious Behaviour Incidents and Homophobia

First Incident	Repeated Incidents	Continuous repeated incidents
<ul style="list-style-type: none"> -Incident will be referred to Phase Leader/SLT. -Perpetrator and victim will be spoken to and will receive support. -Parents or cares of all children involved will be notified. -Lunchtime reflection time will be given -Incident will be recorded on CPOMS. 	<ul style="list-style-type: none"> -Incident will be referred to Phase Leader/SLT. -Additional support will be available for perpetrator and victim. -Parents or carers of all children involved will be notified. -Parent or carer of perpetrator will be invited to attend a meeting with Phase Leader/SLT to discuss concerns. -Incident will be recorded on CPOMS. 	<ul style="list-style-type: none"> -Incident will be referred to Phase Leader/SLT and Headteacher will be notified. -Victim will receive personalised support within school and external support/intervention for perpetrator may be sought. -Parents or carers of all children involved will be notified. -Parent or carers of perpetrator will be invited to attend a meeting with Phase Leader/SLT and Headteacher to discuss on-going concerns. -Sanctions and consequences for persistent and repeated behaviour will be decided by Phase Leader/SLT and Headteacher – this can include partial or total removal from the playground and/or internal suspension -Incident will be recorded on CPOMS

Appendix 4: Logging Behaviour Incidents on CPOMS



The screenshot shows the 'Add Incident' form in the CPOMS system. At the top, there are navigation links: 'CPOMS Website', 'CPOMS User Guide', 'Contact Support', and 'CPOMS FAQ'. Below that, a purple header bar contains 'Hook Junior School', 'Dashboard', 'Add Incident', and 'Account Settings'. The main form area is titled 'Add Incident' and contains several sections: 'Student' with a search field; 'Incident' with a large text area; 'Categories' with a list of checkboxes; 'Linked student(s)' with a search field; 'Body map' with a dropdown menu; 'Date/Time' with date and time pickers; 'Alert Staff Members' with a search field and a 'Who should I alert?' button; 'Files' with an upload button; and 'Agency Involved' with a 'Select Agencies' dropdown and an 'Add Incident' button. A footer at the bottom reads 'CPOMS © 2018, Meritac Limited, v5.9.21 | View our cookie policy |'.

Any behaviour incident involving a child must be recorded on CPOMS. The process is started from the CPOMS dashboard select the incident link on the Add Incident link on the purple tool bar at the top of the CPOMS page. Complete the details as follows:

- Student: Type the pupil name; start typing the system will make suggestion for completion, be careful that you have selected the correct child.
- Incident: Describe the incident you are recording; be accurate and specific; if using a student name, make sure this is spelled identically to the student or Linked Student fields. Keep the log factual. Record any actions you have taken to manage the behaviour.
- Categories: Select behaviour Related Log for behaviour incidents only, SLT will add subcategories.
- Linked Students: Type the name of any pupil that may be linked to this incident; this will ensure the incident is presented when viewing linked student records. Add as many linked students as necessary.
- Body Map: If appropriate, expand the Body Map and add markings to the illustration to indicate where physical evidence has been identified. Note the number that appears with each mark on the Body Map and refer to this number when describing the physical evidence.
- Date/time: Enter the Date and time the incident occurred. These will both default to the current Date and Time.
- Alert Staff Members: Add to this list any staff members who should be aware of the incident, always include the class teacher. Staff will be alerted to the incident via their CPOMS Dashboard (the page they see immediately after login) Staff members who have been selected to receive alert will also receive an email they login to CPOMS and review the incident.
- Files: if you have files to support the incident, these can be uploaded here (for example, meeting minutes). Press the upload button or drag and drop a file into the File box.
- Agency Involved: Optionally, you can add any agencies that may be involved with this particular incident.

- Location: select the location where the incident occurred.
- When you have finished adding all details to the incident, press the Add Incident button to submit the content and record it permanently in CPOMS.