Behaviour Policy

(including Anti Bullying and suspensions/exclusions)

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Shared with Governing Board:		Approved by CEO		

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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 both schools.

Outline the expectations and consequences of behaviour.

Provide a consistent approach to behaviour management that is applied equally to all pupils.

Define what we consider to be unacceptable behaviour, including bullying.

Outline our system of rewards and sanctions.

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2. LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – 2024.
- The OAK MAT CEO is responsible for approving and reviewing this policy and its implementation - see the scheme of delegation.
- The governing body is responsible for reviewing and approving this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- Restrictive interventions, including the use of reasonable force, in schools (effective from 1 April 2026)
- 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 give schools the authority to confiscate pupils' property.

- 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 explains 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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3. RESPECT, RESILIENCE AND RESPONSIBILITY

Our core values are at the heart of both schools. We expect all staff and pupils to demonstrate them at all times and for pupils' behaviour to be outstanding.

Respect - Adults and pupils alike show respect for each other. We promote equal opportunities through non-discriminatory practices. We respect our belongings and the school environment.

Responsibility - Staff and children take responsibility for their actions and any disagreements are resolved in a restorative manner. We take responsibility for the world we live in and take care of the environment.

Resilience - Staff and children develop resilience in everything they do supported by those around them. We persevere when things are challenging and ask for help if we need it.

We promote our school values daily through assemblies, our curriculum and adult modelling. Certificates are awarded to children when they demonstrate one of our school values.

At Overdale Infant and Junior Schools we believe that:

- Everyone has the right to feel safe at all times.
- High standards of behaviour are essential for successful schools and for achieving our vision.
- All members of the school community should be free from discrimination of any description.

4. BULLYING

Bullying is defined as the repetitive, intentional harm of one person or group by another person or group, where the relationship involves an imbalance of power. At Overdale Schools this behaviour is referred to as being Several Times On Purpose (STOP).

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- All child-on-child abuse, including inappropriate sexual behaviour, sexual violence, sexual harassment, and online harmful behaviour, is taken seriously, never tolerated, and not dismissed as "banter" or "growing up."

Incidents of this nature will be treated as safeguarding concerns in line with the Safeguarding Policy. Any incidents of an online sexual nature will be dealt with in accordance with the Government guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people (updated March 2024).

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: • 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, or inappropriate touching. This can also occur online via the sharing of nudes and/or semi-nudes.
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-bullying

All bullying incidents will be logged on CPOMS and investigated promptly by designated staff. Pupils and parents will be informed of outcomes, and support will be provided to both victims and perpetrators. The school will regularly review bullying data to identify patterns and implement preventative strategies.

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5. ROLES AND RESPONSIBILITIES

5.1 The Governing Board

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

5.2 The Executive Headteacher

The Executive Headteacher with the support of the Heads of school are responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the schools' 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 behaviour logs on CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

5.3 Teachers and 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 schools' 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 their own behaviour on the school culture and how they can uphold school rules and expectations

Recording behaviour incidents promptly using our Child Protection Online Management System (CPOMS)

Challenging pupils to meet the schools' expectations

The senior leadership teams (SLT) will monitor records of behaviour incidents and support staff in responding to behaviour incidents where necessary.

5.4 Parents and Carers

Parents and carers, where possible, should:

Get to know the schools' behaviour policy and reinforce it at home where appropriate.

Support their child in adhering to the schools' 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 schools will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the schools' policy, 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.

The schools' key rules and routines

The rewards they can earn for meeting the behaviour standard, and the sanctions 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.

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 schools' behaviour expectations and wider culture.

Pupils will be actively involved in shaping behaviour expectations and reviewing the behaviour policy through regular pupil voice activities and surveys. Their feedback will inform policy reviews and behaviour curriculum development.

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

6. SCHOOL BEHAVIOUR CURRICULUM

At Overdale Schools, we want to prepare our pupils for the life that lies ahead of them and believe that explicit teaching of outstanding behaviour is an integral part of this. Our behaviour curriculum has been designed to build our pupils' character, preparing them for a successful future. Through it, we teach outstanding behaviour through clear expectations, routines and opportunities for all staff and children to rehearse, model and refine these behaviours.

At Overdale Schools we use the behaviour management system of 1-2-3 Magic alongside a Restorative Approach. To ensure consistent understanding and implementation, all staff will receive regular updates and training on the behaviour curriculum, including 1-2-3 Magic and Restorative Approaches. The behaviour curriculum will be presented in accessible formats for pupils and parents, including visual aids and summaries, to support understanding and engagement.

Desirable behaviours are actively taught to our pupils through our use of the Character Curriculum. The Character Curriculum sets out the desired behaviours that we teach across both schools. The specific skills and knowledge are taught during assemblies and practiced during class time.

6.1 1-2-3 Magic

The principles of 1-2-3 Magic are:

To have separate reward and sanction systems which are not linked. i.e. a reward for positive behaviour would never be removed for negative behaviour.

Limit the amount of talking, discussion and emotion during a behaviour incident.

Have clear behaviours which the children are familiar with.

Each classroom has these behaviours displayed clearly. There are two kinds of behaviour which often become the cause of a problem.

Overdale Infant School Rules

STOP behaviours

Things you want a child to STOP doing.

Frequent everyday issues, talking over someone, not sharing etc.

To remind children to stop these negative behaviours staff use the 1-2-3 counting procedure.







START behaviours.

Things you want a child to START doing.

Positive activities such as tidying up, doing work etc.









Overdale Junior School Rules



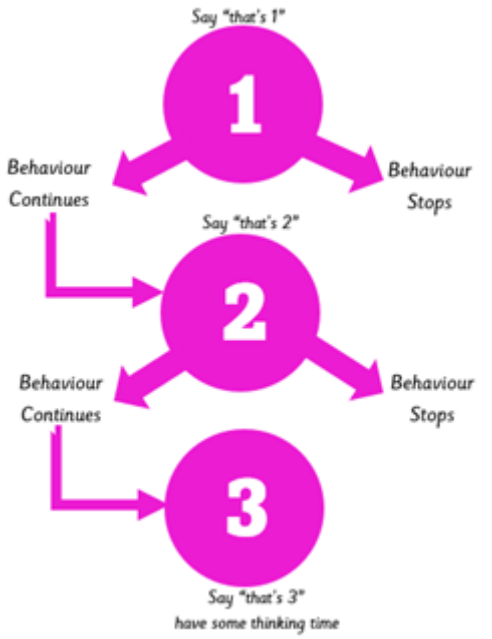
To remind children to start these positive behaviours staff use praise, simple requests and 1-2-3 counting procedure.

A key element of 1-2-3 Magic is no emotion, no talking. This means when counting staff do not talk, explain, or rationalise with the child. Staff do not get angry or emotional during or after. Staff may accept one explanation, if necessary, but lectures and wordy explanations are not effective. This is essential to the effectiveness of 1-2-3 Magic. 90% of the time when the system does not work it is because this element has not been followed.

At Overdale Schools the use of 1-2-3 Magic co-exists alongside the use of a Restorative approach. For smaller incidents of behaviour which do not warrant an interruption in teaching 1-2-3 magic can be used effectively. For larger more serious incidents a 3 may need to be given immediately while a child is supported or comforted and then a restorative conversation can be held after the thinking time.

If behaviour is persistent and repetitive, rather than repeating the 1-2-3 counting procedure continually, staff switch to the restorative approach to enable the child to understand why their behaviour is not acceptable and the effect it is having on others.

The 1-2-3 Magic Process:



Overdale Infant School

Once a child has reached a 3, they are directed to have thinking time. This may be quietly on their own in a specified place in the classroom or might be sat with a member of staff. A timer will be set for five minutes. There will be no talking to the child during the thinking time nor once the thinking time has ended. Once thinking time has been completed the child starts back at zero again.

Overdale Junior School

Children in KS2 will:

- have 5 minutes of reflection in their next break to complete a short reflection activity verbally or on Showbie.
- have 10 minutes reflection in their next break to complete a reflection sheet and a phone call home to provide information of the incident.

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

At the end of each teaching session or play session every child starts back at zero. Counting in 1-2-3 Magic is never rolled over into a following session.

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

Recording and Communication:

Overdale Infant School

Parents will be informed if a child has two threes in one week.

Overdale Junior School.

Parents will be informed when a child receives a 1,2, or 3 on Class dojo. No further information is required on dojo. For incidents where a 3 is given parents must be contacted to give further context to the incident.

The Reward System:

The reward system within 1-2-3 Magic enables staff to reward children for a wide range of positive 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 schools' culture and ethos.

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

Positive behaviour will be rewarded with:

- 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
- Fabulous fireflies/ Special mention slips handed out in assemblies and then sent home
- Attendance certificate (by class)
- Communicating praise to parents via a phone call or written correspondence
- Certificates linked to our school values
- Pasta/dojo points for the class pot/jar which builds to a whole-class reward
- School values stickers during lunchtime periods which feed into the class pasta pot (Infant School)

Overdale Infant School

Staff award pieces of pasta to children which are placed into a class jar. Before this begins the children in each class choose the reward they would like to share when the pasta jar reaches a particular point. This enables the children to know what reward they are working towards.

Overdale Junior School

Individual Points Children earn ClassDojo points for demonstrating our school values and meeting our behaviour expectations.

Whole Class Rewards Individual points contribute to a class total. When the class collectively reaches agreed milestones (e.g. 100 points, 250 points, 500 points), they receive a whole class reward. This reward is agreed in advance, so children know what they are working towards.

Celebration assemblies

Whole-class or year group rewards e.g. extra break time or a special class prize

Headteacher/deputy headteacher/assistant headteacher's awards, which are given out for excellent pieces of work and for making positive contributions to the schools.

6.2 Restorative Approach

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

The Pastoral Support Worker (PSW) or the Senior Leadership Team (SLT) may become involved through referral from class staff or from monitoring of behaviour records on CPOMS. Either the PSW or a member of the SLT will then work with the child to support them in improving their behaviour and understanding why this is important.

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 their child. Parents will always be spoken to privately and confidentially, away from other people.

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

A programme to help the child modify his/her behaviour will then be worked out jointly. For children with complex needs with Element 3 funding or an EHCP reasonable adjustments will be made, these will be agreed with parents in advance.

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7. RESPONDING TO BEHAVIOUR

7.1 Classroom Management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the expected behaviours clearly in classrooms
- Specifically teach children routines, habits and elements of the Character Curriculum
- Celebrate children who show examples of the character curriculum
- Develop a positive relationship with pupils, which may include:
- Greeting pupils in the morning/at the start of lessons
- Welcoming pupils each morning and afternoon by standing at the door of each classroom
- Following the clear routines established across the schools
- Communicating expectations of behaviour in ways other than verbally
- Highlighting and promoting good behaviour
- Concluding the day positively and starting the next day afresh
- Using positive reinforcement
- Having a plan for dealing with low-level disruption
- Positive framing - (I can see everyone here is nearly ready)
- Non-verbal reminders (non-verbal signals such as pointing towards the board/work/fingers on lips)
- 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)

7.2 Safeguarding

The schools recognise that changes in behaviour may be an indicator that a pupil needs help or protection.

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

All staff are trained to recognise when behaviour may be a sign of abuse, neglect, exploitation, or mental health difficulty, and must record and report concerns to the DSL in line with KCSIE 2026.

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.

7.3 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 the 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 can be used in the moment and also to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases, where necessary. Staff will be trained to use and consistently apply a range of de-escalation strategies e.g., verbal interventions, distraction and offering choices to pupils to support self-regulation.

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.

Definitions of Misbehaviour:

- 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
- Refusal to comply with requests

The schools may use 1 or more of the following sanctions in response to unacceptable behaviour:

- Giving the child a 1, 2 or 3 in line with 1-2-3 Magic
- 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 or a reflective account of their behaviour
- Expecting work to be completed at home
- Completing missed school work at home, or at break or lunchtime
- Loss of privileges – for instance, the loss of playtime due to persistent negative behaviour towards others during this time
- Loss of unstructured playtime
- Referring the pupil to a senior member of staff
- Phone call home to parents of all children involved in any physical incident
- A letter or phone call home to parents
- An individual behaviour plan

- Putting the pupil 'on report' for either behaviour, conduct or inappropriate language
- Removal of the pupil from the classroom by distraction or diversion
- For online/cyber-bullying, the perpetrator will experience the removal of access to unsupervised technology on the schools' premises – a member of staff will need to accompany the pupil's use to allow for curriculum based activities to be completed
- Exclusion from certain areas of school premises
- Fixed term suspensions
- Permanent exclusions, in the most serious of circumstances
- Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 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 found in a pupil's possession will be confiscated. These items will not be returned to the pupil. Parents will be called, and a meeting will be arranged with a member of SLT to discuss how the item came into the child's possession.

Prohibited items include:

- Mobile technological devices
- Knives or weapons
- Alcohol
- Any kind of drugs or medication and paraphernalia deemed to be related to drug use
- Illegal drugs
- Stolen items
- Tobacco, Vapes and cigarette papers
- Items containing nuts (Junior School)
- Matches or lighters
- 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 pupil)
- We will also confiscate any item which is harmful or detrimental to school safety. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Possession of the above items will result in time with a member of SLT suspension or Permanent Exclusion. This will depend on the seriousness of the prohibited item. Repeated possession may result in increasingly serious sanctions, including suspension where persistent defiance is evident.

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.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. A second member of SLT will be present during the search.

Teaching staff will be able to confiscate mobile technological devices, and these will be taken to the Headteacher immediately.

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 above, 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 drawers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn 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 above) and items identified in the school rules.

Occasionally, whole class or year-group spot searches of pupils' possessions may take place for any item at the discretion 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 above) 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.

Any search by a member of staff for a prohibited item listed above will be recorded on CPOMS, including whether or not an item is found.

Parents will be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as possible.

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

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 Behaviour

The school recognises that pupils' behaviour online, both in and out of school, can have a significant impact on the safety, wellbeing and education of themselves and others. Our expectations for behaviour extend to all forms of online activity.

Unacceptable online behaviours include, but are not limited to:

Cyber-bullying – sending threatening, hurtful or abusive messages or images, or deliberately excluding others online.

Sharing harmful or inappropriate content – including violent, discriminatory or extremist material.

Creating, possessing or sharing nude or semi-nude images – sometimes known as sexting. Pupils will never be blamed for being a victim of image-based abuse; such incidents will always be treated as safeguarding concerns.

Online sexual harassment – making unwanted sexual comments, sending sexually explicit images or messages, or pressuring others to do so.

Impersonation or misuse of others' accounts – e.g. using another person's login details or creating fake profiles.

Persistent use of devices to disrupt learning – e.g. accessing gaming or social media during lessons without permission.

Where unacceptable online behaviour occurs, whether in school, at home, or in the community, the school may apply sanctions in line with this policy, including suspension or permanent exclusion for the most serious incidents.

All incidents will be recorded on CPOMS and considered through the lens of safeguarding. Staff will follow the guidance in:

- Searching, Screening and Confiscation (DfE, 2022)
- Sharing Nudes and Semi-Nudes: Advice for Education Settings (DfE/UKCIS, 2020)

Parents and carers will be informed of any online behaviour incidents and supported to promote safe and responsible use of technology at home.

The school will also use the computing curriculum and wider PSHE provision to explicitly teach pupils about safe, respectful and responsible online behaviour, in line with our statutory duties to safeguard pupils.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored. 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: o Manage the incident internally; o Refer to early help; o Refer to children's social care; and, or o Report to the police. Please refer to our child protection and safeguarding policy for more information.

8. SERIOUS SANCTIONS

8.1 Fixed Term Suspensions and Permanent Exclusions

Overdale schools seek to avoid suspensions and permanent 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 pupil'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 pupils 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 Educational Psychologist (EP) and Social, Emotional and Mental Health Team (BST). Fixed term suspensions 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 policy.

8.2 Reasons for Suspension and Permanent exclusion

A serious offence could by itself justify a pupil's suspension or 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
- 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 Suspension
- In cases where a suspension seems likely to occur, the school will:
- Warn parents/carers in writing that the pupil is at risk of suspension
- If time allows, arrange a meeting with the parents to plan how to support the pupil in an attempt to avoid the need for suspension.
- Take account of views of the pupil
- Keep written notes of all verbal warnings given to the pupil and advice given to parents/carers
- Involve the EP and/or BST and/or other agencies, as soon as possible.

8.3 Roles and Responsibilities

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

8.4 The Suspension/Exclusion Process

Single Day Suspension - In the first instance it is probable that a single day suspension 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 pupils with SEND when administering the process, as outlined in the Special Educational Needs and Disabilities (SEND) Policy.
- Considering any contributing factors that are identified after an incident of poor behaviour has occurred, e.g., if a pupil has suffered bereavement, bullying or has a mental health issue.
- Considering the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour.
- Reviewing the effectiveness of suspensions and exclusions as a sanction, e.g. if a pupil has received multiple suspensions, exclusions or is approaching the legal limit for suspensions or exclusions in an academic year.
- Considering what extra support may be needed to identify and address the needs of individual pupils, particularly those with SEND, eligible for FSM, LAC/PLAC and those from certain ethnic groups.
- Engaging effectively with parents in supporting the behaviour of pupils with additional needs.
- Determining whether a pupil will be excluded on disciplinary grounds.
- Withdrawing any exclusions that have not been reviewed by the governing board, where appropriate.
- Ensuring any decision to suspend/exclude is lawful, rational, reasonable, fair and proportionate.
- Complying with the requirements of the Equality Act 2010 when deciding whether to exclude a pupil.
- Ensuring they have considered their legal duty of care when sending a pupil home following a suspension or 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 pupil where appropriate, as well as the pupil's home authority if required.
- Notifying the governing board once per term of any suspension or exclusions not already notified.
- Organising suitable work for excluded pupils where alternative provision cannot be arranged.

If a suspension/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 suspension or exclusion, the 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 the suspension or 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 pupil on his/her return.

Fixed Period Suspension - Fixed period suspensions 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 suspension. If the period of suspension 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 suspension. The parents are responsible for the care of their child in the first 5 days of suspension. If a pupil is suspended for more than 15 days in one term (this includes a multitude of suspensions including half days) parents/carers may request a review.

Permanent Exclusion - If fixed period suspensions are unsuccessful in reforming the child's behaviour then it will eventually become necessary to permanently exclude the child from the school.

8.5 Representation to the Governors Disciplinary Committee

Parents/carers can make representations about the suspension or 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.

8.6 Post Suspension Planning

Re-integration into the suspending School.

The headteacher will convene a meeting to discuss and make plans for the re-integration of the pupil after an extended suspension. The meeting will make the necessary preparations for the pupil's return to school and will involve the parents/carers and the pupil. Parents/carers are entitled to take a friend or supporter. A member of the Governing board may also attend the re-integration meeting where possible.

The meeting will consider all aspects of re-integrating the pupil, 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 suspension, then a plan would be drawn up. All plans will include elements of a contract between the parties involved so that the pupil 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 pupil has additional needs and whether enough is being done to support those needs.

8.7 Monitoring and Review

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

Governors take into account any local or national decisions that affect the suspension/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 suspension/exclusion process.

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). The school also recognises that pupils with SEND may face additional vulnerabilities. We are committed to ensuring robust safeguarding measures are in place so that our statutory safeguarding duties towards all vulnerable pupils are fully met

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

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

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Overdale Infant School's approach to anticipating and removing triggers of misbehaviour. Approaches may include but are not limited to:

Short, planned movement breaks for pupils with SEND who need sensory breaks

Adjusting seating plans to allow pupils with visual or hearing impairment to sit in sight of the teacher

Adjusting uniform requirements for pupils with sensory issues

Training for staff in understanding conditions such as autism, ADHD and early childhood trauma

Use of alternative spaces (sensory room or nurture room) 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 take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified send

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

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

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an Education, Health and Care Plan (EHCP)

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

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

10. Training

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

- The use of 1-2-3 Magic
- Restorative Approach
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

A selection of staff from across the school are also Team Teach (or equivalent) trained to ensure the correct use of force.

11. Monitoring arrangements

The school will collect data on the following:

- Behavioural incidents, via CPOMS
- Attendance
- Fixed term suspension and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture
- Governors receive anonymised termly reports on behaviour trends, including bullying and child-on-child abuse, to ensure accountability.

This behaviour policy will be reviewed annually by the headteacher and full governing board with input from staff, pupils, and parents. Behaviour data, incident reports, and feedback will inform the review process to ensure the policy remains effective and responsive to school needs.

Appendix 1 – Reflection sheet – OJS

Name:	Date:	Class:



What happened?



Where did you go wrong?



What should you have done?

Teacher Comments

Signed:

Appendix 2 – OJS Restorative Reflection Form



Name: _____ Class: _____

Date: _____ Time: _____

Tell me what happened.

What were you thinking at the time?

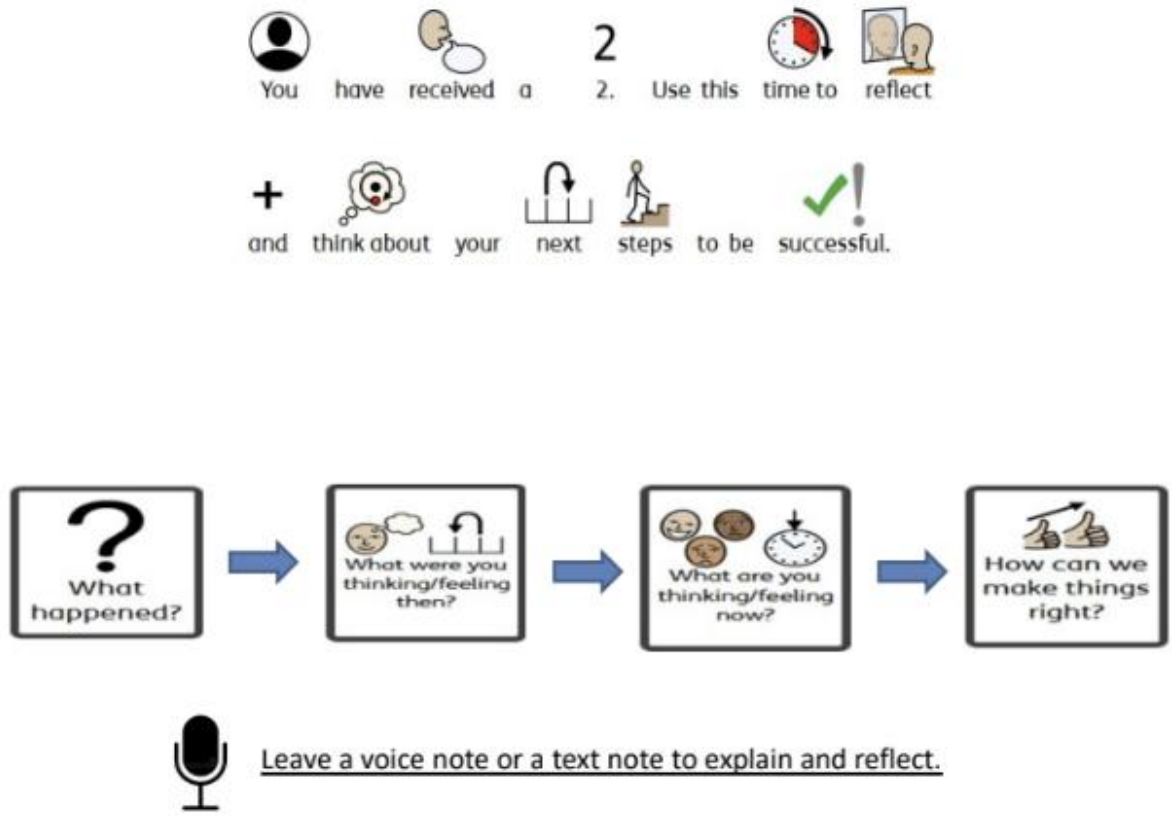
What do you think about it now?

Who was affected? How were they affected?

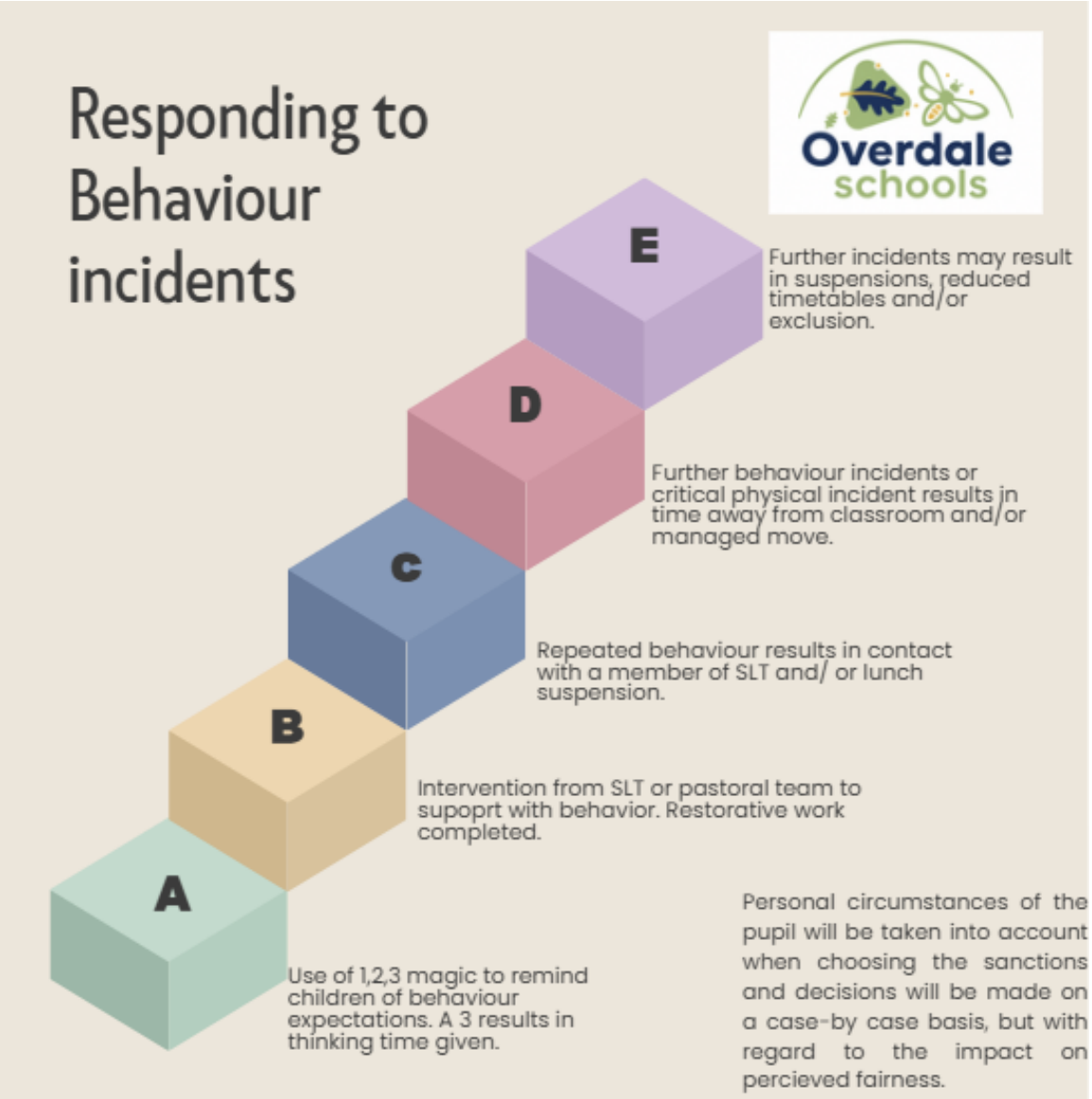
What is needed to make things right?

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

Appendix 3 – OJS 5-minute reflection activity



Appendix 5 –


Responding to Behaviour incidents
Overdale schools
E
Further incidents may result in suspensions, reduced timetables and/or exclusion.
D
Further behaviour incidents or critical physical incident results in time away from classroom and/or managed move.
C
Repeated behaviour results in contact with a member of SLT and/ or lunch suspension.
B
Intervention from SLT or pastoral team to supoprt with behavior. Restorative work completed.
A
Use of 1,2,3 magic to remind children of behaviour expectations. A 3 results in thinking time given.
Personal circumstances of the pupil will be taken into account when choosing the sanctions and decisions will be made on a case-by case basis, but with regard to the impact on percieved fairness.