Matthew Arnold Primary School

Positive Relationships and Behaviour Policy

2026 - 2027

Aims

In Matthew Arnold Primary School we aim 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
- 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 and discrimination

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 2022
- 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
- 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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
    - Bullying
    - Abuse in intimate personal relationships between children
    - Physical abuse
    - 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, physical behaviour, and online sexual harassment
    - Causing someone to engage in sexual activity without consent
    - Upskirting
    - Initiation/hazing type violence and rituals
    - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

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: 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
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)

How to address any bullying concerns

Please refer to the school's anti bullying policy. This is available on the school website.

Child-on-child abuse

Child-on-child abuse is abuse that happens between children, regardless of the age, stage of development or any age gap between them. It can happen between any number of children and can affect any age group. It can be harmful to children who display it, as well as to those who experience it.

Children can experience child-on-child abuse in a wide range of settings, including:
- at school
- at home or in someone else's home
- in public spaces
- online

We recognise that child-on-child abuse happens and are vigilant for it. We challenge all inappropriate language and behaviours and follow up on concerns raised from online activities out of school, which have an impact on pupils in school.
We treat all children involved as victims and involve parents in all discussions. We complete risk assessments and seek support from external agencies such as the Local Authority and, where appropriate, police.

We discuss this issue in a sensitive manner through our PSHE and RSE curriculum work.

Sometimes child-on-child abuse can take the form of sexual discrimination. Sexual discrimination, including sexual harassment, gender-based bullying and sexual violence is completely unacceptable behaviour. Sexual harassment is likely to violate a child's dignity, and make them feel intimidated, degraded or humiliated and create a hostile, offensive or sexualised environment.

Types of conduct that are prohibited and may constitute sexual harassment under this policy include, but are not limited to:

- Sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes or appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviours, such as deliberately brushing against someone, interfering with someone's clothes (we will consider whether any of this crosses the line into sexual violence);
- Displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone or part of a wider pattern of sexual harassment and/or sexual violence.

Pupils who do these things are likely to receive a suspension depending on the nature of the incident. Very serious incidences may result in permanent exclusion.

The Matthew Arnold Way

READY, RESPECTFUL AND SAFE - School behaviour approach

Our vision is that:

- All children are filled with positive experiences, feel happy and valued and develop a sense of friendship, tolerance and understanding.
- They live well in society and are prepared to deal effectively with the challenges that the modern world presents.

The values form who we are and will be exercised through our three core rules

1. **Ready**
2. **Respectful**
3. **Safe**

In addition, we wish to give recognition to pupils who always show consistently good behaviour, setting an example for others, and for those who go 'over and above' the expectation. 'Over and above' behaviours include exemplifying our school values, impacting the wider school community.

At Matthew Arnold, we have high expectations and aspirations for ALL pupils. This is recognised through certificates at assembly, positive reinforcement strategies, dojos, messages home to say well done.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.' Paul Dix

At Matthew Arnold, we develop children's characteristics and behaviour through directly teaching the children to conduct themselves in the 'Matthew Arnold Way'. These behaviours were developed with the children, and are underpinned by our school values of being **READY, RESPECTFUL AND SAFE.**

To build character, we define the behaviours, habits, social norms and values that we expect our pupils to demonstrate. We want to support our pupils to grow into adults who are polite, ready, respectful, responsible and safe. We believe that as pupils practise these behaviours over time, they become embedded habits that enable them to contribute positively to our school community and beyond every day.

Staff are all aware of the characters and behaviours that make up the 'Matthew Arnold Way' and a shared language is used and modelled to teach and reinforce these behaviours to all pupils. (See 'The Matthew Arnold' agreed principles in Appendix 1)

Roles and responsibilities

- The governing body at Matthew Arnold is responsible for:
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for the behaviour policy's effectiveness and implementation.

The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- 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.

Staff

- Staff are responsible for:
- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the positive strategies in 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
- Being calm and give 'take up time' when going through the steps of managing and modifying
- behaviour.
- Following up every time, retain ownership and engage in reflective dialogue with learners.

Expectations of senior leaders

- Senior leaders stand alongside colleagues to support, guide, model and show a unified consistency to the leaners.
- Take time to welcome learners at the start of the day
- Be a visible presence around the site and where possible, at transition time

- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Use behaviour data to target and assess college wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the school, particularly at times of mass movement.

Parents and carers

- Parents and carers, where possible, should:
- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- 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.

Pupils

Pupils will be made aware of the following:

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

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture, especially **'ready, respectful and safe'.**

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.

Responding to behaviour

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

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

- Using positive reinforcement

Pupils are expected to:

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

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

The following positive strategies are used consistently by ALL adults in the school. They are designed to ensure 'first attention goes to best conduct' and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

> *'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.'* Paul Dix

- Meet and greet at the door, promoting high expectations from the outset
- Refer to 'Ready, Respectful, Safe' persistently to reinforce/spread the message
- Teachers create a welcoming environment by greeting every child every morning through a formal meet and greet.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

All adults look for children who exemplify the school's values and go 'over and above'. The ways in which children are recognised for this are:

Dojo Reward System

To celebrate good learning choices we use Class Dojo, a reward system, in each class. We aim to capture, reward and share the most individually important learning and positive engagement moments in school. They are awarded for pupils being ready, respectful or safe. Dojos are collected and can be exchanged for prizes.

Star of the Week

- A weekly celebration assembly celebrates children's learning and individual achievements that week
- One child from each class receives a certificate and their name is displayed in the hall for the coming week
- Children are invited to lunch at the 'top table' on a Wednesday lunchtime.

Behaviour Strategy/Support Steps

Across school there is a 'praise in public, reprimand in private' consistent approach to behaviour management. Through our positive strategies, behaviour is celebrated in so many ways, both individually and collectively. There is clear understanding and evident practice of using praise as often as we can to promote wanted, positive behaviours.

In the instance of unacceptable, negative behaviours, we focus clearly on using the language of choice, reinforcing the understanding that we choose our actions and are responsible for them.

Where children need help to understand the implications of poor choices, we operate a stepped system.

Ready, Respectful, Safe	
1. Reminder	Reminder of the expectations—ready, respectful safe. Choice to do right thing
2. Caution	A clear, verbal instruction delivered privately
3. 5 minutes missed playtime	Think and repair Restorative conversation
4. Caution	A clear, verbal instruction delivered privately. Final opportunity to engage with expectations
5. 15 minutes missed playtime	In depth restorative conversation

Behaviour support steps are reset at the beginning of each session— first session, after break, after lunch

All classes use a countdown from 5 to gain children's attention / to stop their activity.

Further Interventions

- Loss of additional playtime with HT / DHT
- Completion of work elsewhere
- Contact with parents

In certain situations, 15 minutes missed playtime may be issued immediately—e.g. violent / aggressive behaviour

SEND

Some children with special educational needs and / or a disability may be unable to access the whole school stepped system and require a bespoke social and emotional learning plan. This is written with the class teacher, learning mentor, SENDCO and SLT. It is reviewed regularly and adapted as needed to ensure meets the child's needs

Restorative conversations and 'think and repair'

During any lost break time, whatever length this may be, a restorative conversation is held between the staff member and the child. This consists of discussing the issue and a demonstration of truthful understanding from the child to highlight that they know what they have done.

It is important to add that every child is reset at the beginning of each session. For KS1 and KS2, there are three sessions – pre-morning break, post morning break and the afternoon session.

The approach is restorative at every step. This is to support the child's understanding of what has happened and ultimately confirm the key message of making the right choices before their behaviour becomes subject to consequences.

Restorative conversations must always be conducted before the end of the day so that the situations are spoken about while fresh in the child's mind. The conversation should always end on a positive note (a sample prompt script and example restorative questions can be found in the appendix to this policy). If this needs to happen in the presence of a member of SLT, then that is arranged; the member of staff leads the conversation with the child and the member of SLT offers support.

Further intervention- if issues continue

A senior member of staff is notified if a child has shown negative behaviour throughout the whole day. If a child has a physical outburst, then a senior member of staff is consulted immediately and an appropriate

consequence, decided by the Headteacher, is actioned.

This is likely to lead to time to

- Loss of additional time and continue restorative conversations
- Spend time with SLT
- Contacting parents / organising follow up meetings
- Behaviour cards issued

When a pupil continues to cause behavioural disruption the school will arrange a meeting between the parent(s) and other key individuals. This may include a member of SLT, the class teacher/staff, SENDCo, Governor representative, the pupil and the Learning Mentor

The meeting will address next steps on a range of issues, which may include progress and achievement, learning needs, attitude, behavioural routines and barriers to success. Actions agreed at the meeting will be regularly reviewed with key milestones for success identified and expected. Every effort will be made to encourage and support a change in the learner's behaviour. The Headteacher will consider a range of measures to support and reengage the pupil. A bespoke plan will be put in place which will be measured and monitored. It will be reviewed at an agreed future point on progress made. Where appropriate and reasonable, adjustments are made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

A Serious Breach is an incident that may lead to suspension or a permanent exclusion.

Zones of Regulation

We have implemented the use of Zones of Regulation from Reception to Year 6. Zones of Regulation is used to support our pupils develop their self-regulation skills and emotional control, with support from adults in school.

The Zones of Regulation uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. Every child starts the lesson in the Green Zone, in which we will see positive behaviours for learning. Throughout the school day children may move throughout the zones

Adults in school use the language associated with the zones to support children to understand and regulate how they are feeling. While some children may be able to self-regulate using their zones toolbox others may require more adult support. The Learning Mentor may work with individual children to develop their self-regulation skills and emotional control through their understanding of the zones.

In the EYFS we use the 'The Colour Monster' text and characters to support our younger children in understanding and expressing their feelings

Mobile phones

- All mobile phones must be passed to DHT teacher first thing in the morning and collected before going home. They are stored in the DHT office.
- No pupil is allowed to have a mobile phone on their person throughout the day. The only exception to his if for medical reasons – this will be agreed with the parent and for medical use only. This will be monitored by classroom staff.

Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information (see website)

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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.

Please see our restrictive intervention policy for more information.

Seclusion

Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.

We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.

During seclusion:

- The pupil will be secluded in a safe place that does not feel threatening or intimidating to them eg the Learning Mentor room
- The pupil will be supervised at all times, by at least 1 member of staff
- As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Please refer to our restrictive intervention policy for more information on this legal duty.

Confiscation, searches, screening

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

Confiscation

Any prohibited items (listed at the beginning of the policy) 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 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). 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, 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.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions or desk / tray for any items in the Prohibited Items List.

Outer clothing includes:

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

Searching pupils' possessions

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

- Desks / trays
- 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 (see 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 as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (see above), including incidents where no items were found, will be recorded on CPOMs.

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything

- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

A strip search may take place only if it is considered necessary to remove an item related to a criminal offence, and the officer reasonably considers the pupil might have concealed such an item. Strip searches should not be routinely carried out if there is no reason to consider that such items are concealed.

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

Police officers carrying out the search must be of the same sex as the pupil being searched.

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.

If the pupil's parent/carer would like to be the appropriate adult, the school will facilitate this where possible.

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

An appropriate adult not of the same sex as the pupil may be present if specifically requested by the pupil. Otherwise, no-one of a different sex to the pupil is permitted to be present, and the search will not be carried out in a location where the pupil could be seen by anyone else.

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
- 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.

If a pupil is found to be in possession of a prohibited item the staff member will alert the designated safeguarding lead (or deputy) and the pupil will be sanctioned in line with this policy to ensure consistency of approach.

Screening

Pupils are not screened upon entering school

Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

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).

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

This includes harmful content created, altered or shared using artificial intelligence (AI), including nudes and semi-nudes.

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

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 only by gathering enough information to establish the facts of the case.

When establishing the facts, initial investigations will be fully documented and 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 HT will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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

Zero-tolerance approach to 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 in line with our child protection and safeguarding policy.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been a deliberate act to deceive or cause harm to the person subject of the allegation, 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.

Serious sanctions

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. Removal from the classroom is a serious disciplinary measure and distinct from seclusion, which is strictly non-disciplinary.

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:

- Maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption
- Enable disruptive pupils to be taken to a place where education can be continued in a managed environment
- Allow the pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised at all times.

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:

- Support from Learning Mentor
- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Pupil support units
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Suspension and permanent exclusion

The headteacher 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.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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 by the school 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 will be secured and the school will 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, including behaviour support plans where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well, to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, and may include:

- 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
- Training for staff in understanding conditions such as autism
- Use of sensory areas / rooms where pupils can regulate their emotions during a moment of sensory overload

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.

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.

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 early review of the EHC plan.

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. This could include:

- Reintegration meetings
- Daily contact with the pastoral lead
- A report card with personalised behaviour goals

Pupil 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.

Training

Staff are provided with regular training on managing behaviour, including training on the proper use of restrictive intervention and use of force.

Monitoring and evaluating school behaviour

The school will use CPOMs to collect data on the following:

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

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

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing body annually or more frequently if needed, in line with changing patterns of behaviour in school.

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Positive Handling Policy - Restrictive interventions, including use of reasonable force

Behaviour for excellent teaching and learning – summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

- Meet and greet at the door.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- A mechanism for positive recognition is used in each classroom throughout the lesson.
- Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- 8 Never ignore or walk past learners who are behaving badly.

Sample Script Prompts:

- 'I noticed you are…'
- 'You are not showing our school value of…'
- 'You have chosen to…'
- 'Do you remember when you…'

Sample Restorative Questions:

- What happened?
- What were you feeling/thinking at the time?
- How did this make other people feel?
- Who has been affected and how?
- What should we do to put things right?
- If this happened again, how could you do things differently?

Appendix 1


Matthew Arnold School
The Matthew Arnold Way
We are ready to learn.
We listen when others are speaking.
We use kind words and actions.
We are quiet, calm and safe around school.
We look after our school and equipment.