



Behaviour Policy

Statement of Intent

Stoke Prior First School's behaviour policy provides measures in line with Section 89 of the Education and Inspections Act 2006 under 1. Legal Framework.

Stoke Prior First School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The purpose of the policy is to ensure:

- The promotion, encouragement and maintenance of respectful relationships and good behaviour.
- The establishment and shared understanding of the school's Golden Rules.
- Active promotion of the Good Listening rules.
- Recognition and reward for good and improved behaviour.
- The shared and agreed identification of what we consider to be unacceptable behaviour.
- Agreed sanctions where rules are broken.
- A firm, consistent approach across the school.
- An opportunity at each stage for children to make amends and redeem themselves.
- The involvement of parents at an early stage.
- A shared understanding of what will happen if
- The involvement of children – engaging them with our school values: Respect, Responsibility, Reflection, Teamwork.
- The discussion with children in School Council meetings, class time and PSHE about the need for rules and the responsibilities we each have to one another.
- A readiness to be flexible and look for a variety of strategies in those cases where children cannot conform to the normally expected patterns of behaviour.
- The use of a multi-agency approach wherever appropriate.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils’ knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils’ health and wellbeing

Setting a good example is of the utmost importance and staff attitude will be the most critical determiner of the success of the policy.

We have a Senior Mental Health lead and a Mental Health First Aider. We have an Emotional Literacy Trained Assistant (ELSA) - who will work with children when they are having difficulties with MH&W, including behaviour.

Responsibilities

The law says:

- The head teacher must decide the standard of behaviour expected of pupils at the school through a written policy, published on the website.
- The head teacher must set out measures in the behaviour policy which aim to promote good behaviour, self-discipline and respect; prevent bullying and which regulate the conduct of pupils. Additionally, they must also determine the school rules and any disciplinary procedures for breaking the rules.
 - When deciding what these measures should be, the head teacher must take account of the governing body’s statement of behaviour principles, promoting good behaviour, where appropriate. The head teacher must have regard to any guidance or notification provided by the governing body which may include the following: screening and searching pupils; the power to use reasonable force and other physical contact; the power to discipline beyond the school gate; when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and pastoral care for staff accused of misconduct.
- The school must publicise the school Relationships Education policy and Behaviour policy, in writing, to staff, parents and pupils at least once a year.
- The school’s Relationship and Behaviour policy must be published on its website (School Information (England) Regulations 2008).

Additional responsibilities

- The behaviour and inclusion leader will be responsible for collaborating with the governing board and headteacher to determine the strategic development of behaviour for all pupils, policies and provisions in the school. They will also be responsible for supporting teachers in pupil behaviour.

- Teachers will be responsible for planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, SLT, the SENDCO, and, where appropriate, the pupils themselves.
- All staff will explicitly teach and model expected behaviour and positive relationships.
- All staff, including support staff and volunteers will be responsible for adhering to this policy and supporting pupils in adhering to this policy. They will also be responsible for communicating concerns in changes of pupil behaviour to the senior leadership team.

Bullying and Safeguarding (see Anti-bullying, Online Safety and Safeguarding policies)

Bullying (including online-bullying, prejudice-based and discriminatory bullying) and child-on-child abuse within school or the local community is not condoned and appropriate action is taken when incidences occur including following the general safeguarding principles set out in Keeping Children Safe in Education. The headteacher should be made aware of such incidences and steps will be taken to involve parents. Parents and children should be in no doubt that such behaviour is totally unacceptable. Children should also be aware that they must inform staff of any bullying or child-on-child abuse so that these can be eliminated.

Our School Values

We have four core school values that underpin everything we do and everyone strives to achieve them everyday.

Stoke Prior First School's Values

- Teamwork
- Respect
- Reflection
- Responsibility

Rules

Positive behaviour will be taught to all pupils, in order to enable them to understand what behaviour is expected and encouraged, and what behaviour is unacceptable. The Golden Rules are used to teach the children acceptable behaviour.

Stoke Prior First School's Golden Rules

- We are gentle – We don't hurt others
- We are kind and helpful – We don't hurt anybody's feelings
- We listen – We don't interrupt
- We are honest – We don't cover up the truth
- We work hard – We don't waste our own time or other's time
- We look after property – We don't waste or damage things.

These school rules are discussed in each class and as a whole school so that the children understand them. These Golden Rules are displayed prominently and referred to and revisited regularly by teachers. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition.

Good Listening Rules

In addition to our Golden Rules, we also use “Good Listening Rules” to demonstrate what we expect in school. These rules are displayed prominently in each classroom and referred to regularly during teaching time.

Good listening is:

- Sitting still
- Looking at the person who is talking
- Staying quiet
- Listening to all of the words

It is important that excellent standards of behaviour are maintained on the playground/ at lunchtime, during wraparound care and after school clubs and that children are aware of what is and is not acceptable. These are the times of the day when children are most able to interact socially with their friends and peers. They are aware that our Golden rules and school values also apply at these times they are responsible to the adults on duty.

Praise

The school will recognise that genuine praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will ensure:

- They define the behaviour that is being rewarded
- The praise is given immediately following the desired behaviour
- The way in which the praise is given is varied. Praise is related to effort, rather than only to work produced
- Perseverance and independence are encouraged.
- Praise is given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism
- Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment.

- Teachers will encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

Rewards

We promote the principles of good behaviour, sustained effort and respect for others from Reception to Year 4. As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

Through our approach we encourage the children to be intrinsically motivated. We teach the children that good behaviour should not be encouraged to get an extrinsic reward i.e. a 'prize'. We want our children to be motivated to behave positively because they recognise that it is the right thing to do. We do not want our learners to choose positive behaviours purely because they want something in return.

Rewards for good behaviour are given through:

- A smile
- Housepoints
- Non-verbal signals e.g. thumbs-up, clap
- Verbal praise and affirmation of their good behaviour
- More responsibility
- Monitor roles in class
- Being trusted to do exciting activities i.e. bell-boating, campfires at Forest School etc.

Rewards can be given as a recognition for positive attitude and effort towards learning.

Children may earn:

- Housepoints
- Stickers for actions which go 'above and beyond' classroom expectations
- Sharing work/ achievement – go to another class/ another teacher to show work etc
- Marking on work – positive comments
- Rainbow certificates – recorded praise for selected children from each class weekly
- Parents informed of success including 'Good Work' slips home
- Peer acknowledgement

Stoke Prior Champions

In addition to Rainbow certificates we award each week, we also present a termly certificate for two pupils from each year group who consistently show the qualities and the behaviours of a 'Learning Champion' and a 'Values Champion'.

A Learning Champion is a pupil who:

- Has made excellent progress in their learning and can be any pupil of any attainment
- Is resilient or has really improved in their perseverance when finding something hard
- Has a growth mindset, who isn't afraid to make mistakes, or has really progressed in this area
- Manages their distractions and has good concentration
- Is resourceful, can identify how learning links together and asks questions
- Reflects on their learning and thinks about what they already know
- Has excellent behaviour for learning
- Has good relationships for collaboration when learning and communicates well
- Contributes well to lessons and works well with their learning partners.

A Values Champion is a pupil who:

- Takes responsibility in their school life: pride in the environment, follows the golden rules, follows the expectations of the school.
- Supports others in the class
- Is respectful, kind and thoughtful to others
- Is an excellent team player and collaborates well
- Listens, and is kind and honest
- Reflects on their actions, always wanting to learn and improve
- Makes good choices or has improved to make better choices
- Celebrates the success of others

Scaffolding good behaviour

In order to achieve high standards of behaviour it is essential that pupils are taught what good behaviour is and are supported using a variety of classroom management strategies, for example:

- Positive language to reinforce expectations, e.g. 'walk please' rather than 'don't run'.
- Explicitly and frequently reminding children of your expectations e.g. before assembly remind class that they walk in and out silently, expected assembly behaviour etc.
- Explicit teaching and explaining of behaviour management strategies so the children fully understand the expectation and purpose
- Use the language of trust
- Proximity praising e.g. if a child is not yet listening praise a child nearby who is

- Ensuring careful, considered seating of children, at tables, on the carpet, in assembly etc
- Non-verbal reminders such as prompt cards
- Use of 'choice' language with a child e.g. you can choose to put that away and return to the carpet OR you can carry on playing with it and get a warning
- Wake and Shake/ Active Breaks as energizing/ calming activities between lessons and to refocus
- Use of music for focused lesson time/tidying up/calming down/quiet snack times etc.

Behaviours of concern

At Stoke Prior First School we define behaviours of concern as any behaviour which:

- reduces the quality of an individual's life.
- reduces access to learning.
- puts a child or young person at risk (physically or emotionally).
- puts the people around a child or young person at risk (physically or emotionally).

Behaviours of concern may show that:

- the child or young person has needs or wants which they are not able to communicate through other means
- the child or young person's medical needs are not being met – they may feel ill or in pain
- the child or young person is experiencing demands which are too much for them
- the child or young person may have sensory needs which are overstimulated or unmet
- the child or young person is experiencing feelings such as frustration, anxiety, depression or anger
- the child or young person is overwhelmed
- the child or young person does not have a secure understanding of expected behaviours and requires support to learn this.

Misbehaviours are addressed in a consistently firm and fair manner with an appropriate tone of voice. Staff respond predictably, promptly, and assertively in accordance with this behaviour policy. Staff will prioritise the safety of children and staff and restore a calm environment in the first instance. Restorative approaches are then used to encourage children to think about how their behaviour affects themselves, their learning and other people. This will help children to develop respect, responsibility and truth telling. If a child has done something wrong, they will be asked to put things right and change their behaviour so that it does not happen again.

We recognise that our response to challenging and inappropriate behaviour needs to consider environmental factors and personal circumstances - behaviour is a form of communication that exists within a context. Having assessed the situation, when the conduct of children falls below the standard which could reasonably be expected of them, staff may choose to implement the consequences and sanctions listed in our 'levels of behaviour' tables displayed later in the policy.

When there is a persistent problem behaviour a more in-depth analysis of the behaviour will be undertaken by the class teacher, the Behaviour and Inclusion lead (DDSL) and the SENDCo. This involves analysing the context and asking questions such as:

- Are there any triggers that typically set off the behaviour?
- Where does the behaviour occur most?
- Is the work at the right level? Is there an underlying learning difficulty?
- Is the child experiencing friendship difficulties?
- What does the child earn or avoid as a result of the behaviour?
- Are there any home circumstances that could contribute to the behaviour?

Sometimes children require additional support to meet behavioural expectations. In these circumstances, support will be given consistently and predictably, applied fairly and only where necessary. An individual behaviour plan will be designed for the individual child and put in place in order to support the child and staff in improving behaviour. We are mindful that not all children requiring support with behaviour will have identified special educational needs or disabilities.

Should staff have serious concerns about a child's behaviour, they will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

Special Educational Needs and/or Disability

It is sometimes appropriate for the school, with parental consent, to secure the support of outside agencies in understanding challenging behaviours and identifying how best to support the child. It may be that the child has special educational needs, or a disability, that is impacting on their behaviour.

In these circumstances, behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, a graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided. The law requires schools to balance a number of duties when a child has SEND that at times affects their behaviour, in particular:

- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices
- under the Children and Families Act 2014, we have a duty to use our 'best endeavours' to meet the needs of those with SEND, and
- if a pupil has an Education, Health and Care plan, the provision set out in that plan must be secured and the school must work in partnership with the local authority and other bodies.

Whilst meeting these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. For example:

- short, planned movement breaks for a pupil whose SEND means that they find 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.

Our restorative approach

Restorative practice teaches children better behaviour by enabling them to reflect and change, sometimes with support.

All staff are responsible for ensuring restorative conversations provide an opportunity for pupils to:

- become aware of the impact of their behaviour
- understand the obligation to take responsibility for their actions
- take steps toward making things right.

Through this process students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behaviour. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for pupils and the school community.

When our pupils find themselves in conflict or upset, we will use the following questions, once calm and ready to engage, and establish a restorative conversation:

- *What happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *How can we do things differently in the future?*

The number of questions explored with a child will depend on their age and/or stage of development. It may be appropriate to focus in on those that are most pertinent to the issue or relevant to the child. As a consequence to their actions, a sanction will still be applied, dependent on the behaviour.

Levels of behaviours (in addition, see child on child policy)

The following tables outline different types of behaviour and our response to them. They facilitate a clear, fair and consistent response to behaviour.

Level 1 Behaviours	
Positive behaviours that enable a child to enjoy positive relationships, learn, achieve and succeed	Recognition and consequence
<ul style="list-style-type: none"> -Follows the Golden Rules -Follows our school values -Follows the Good listening rules 	<p>Positive behaviour will be recognised by staff through:</p> <ul style="list-style-type: none"> • A smile • Non-verbal signals e.g. thumbs-up, clap • Verbal praise and affirmation of their good behaviour • More responsibility • Monitor roles in class • Being trusted to do exciting activities i.e. bell-boating, campfires at Forest School etc. <p>Children may earn:</p> <ul style="list-style-type: none"> • House points • Stickers for actions which go 'above and beyond' classroom expectations • Sharing work/ achievement – go to another class/ another teacher to show work etc • Marking on work – positive comments • Rainbow certificates – recorded praise • Parents informed of success including, 'Good Work' slips home • Peer acknowledgement • Champion Award
Level 2 Behaviours	
Misbehaviour that can be effectively managed by all staff.	Behaviour improvement strategies and consequences
<ul style="list-style-type: none"> - Infringement of Golden Rules, Good listening Rules, School Values - Disregarding instructions - Speaking out of turn - Minor bad language – spontaneous swearing, insulting or rude remarks 	<ul style="list-style-type: none"> - Verbal warning to individual/class - Private discussion with child - Use of 'scripting' (see appendices) to remind pupils of what is acceptable, maintaining positive tone - Reminder of Golden Rules, Good listening Rules, School Values - Repositioning of pupil - Temporary withdrawal of the pupil from the situation

<ul style="list-style-type: none"> - Disrupting/distracting another child leading to non-completion of tasks - Unsafe movement around the classroom/school e.g. running in corridor - Unsafe use of property/resources causing damage - Insensitivity to others - Telling lies/getting others into trouble - Rough play. 	<ul style="list-style-type: none"> - Use of quiet corner/calm box/thinking area (stage and age dependent) - Possible reduction of play privileges and attendance at 'Reflection Time' (teachers have the authority to implement this sanction). - Use of the 'Time Out' bench when outside.
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Level 3 Behaviours	
More serious behaviour that is not so easily managed by staff	Behaviour improvement strategies and consequences
<p>Persistence of Level 2 behaviours e.g.</p> <ul style="list-style-type: none"> - Persistent infringement of class or playground rules - Persistently not taking notice of instructions - Persistently telling lies/getting others into trouble/name calling - Deliberate use of language to hurt others (includes verbal and written abuse online) - Deliberate destruction of another's or school property or another child's work <p>Also</p> <ul style="list-style-type: none"> - Bullying behaviours - Answering back/shouting out excessively - Refusal to work or cooperate - Stealing/intent to steal - Isolated acts of violence – kicking, thumping, biting etc. - Threatening behaviour - Working or playing in an unsafe manner - Provocation 	<ul style="list-style-type: none"> - All incidents of unwanted behaviour will be logged on CPOMs. This will enable staff to identify triggers and trends and develop support and intervention plans. - Class teachers must inform the Headteacher, SENDCO and Behaviour and Inclusion lead of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequence, or whose behaviour reflects a sudden change from previous patterns of behaviour. - 'Time out' in the classroom or in another classroom or work space during breaktime/ lunchtime so that the pupil can reflect on their behaviour. They may be required to fill in a reflection sheet (see appendices), or continue with the work set by their teacher. - Removal from the classroom is only used when other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Families will be informed on the same day if their child has been withdrawn from the classroom. Teachers will use their professional judgement when deciding how long a child should be removed from the classroom. Children must not be removed from classrooms for prolonged periods of time (more than half a day) without the explicit agreement of the headteacher. - Pupil may be required to attend reflection time and discuss what had happened, who was affected by the behaviour and what needs to happen next. - Targeted intervention sessions may need to be scheduled. - Pupil takes responsibility for their actions and restores relationships e.g. apologising to staff/pupil verbally or in writing, replacing purposefully broken items. - Pupil catches up with missed work so that they are ready for the next lesson. This may involve them taking their work to a reflection time or other supervised space during a play or lunchtime. - Teacher discusses concerns with parents. This solution focused conversation will outline areas of difficulty, identify

	<p>areas for improvement and develop strategies that will help the child to secure more positive behaviours. Wherever possible, the child will be present for at least part of this discussion.</p> <p>A behaviour improvement tracker to be implemented for 2-6 weeks and reviewed with a senior leader on a regular basis. Parents will be invited to contribute to the behaviour tracker and must sign it on a regular basis.</p>
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Level 4 Behaviours	
Very serious misbehaviour and/or persistent Level 3 behaviours.	Behaviour improvement strategies and consequences
<p><u>Persistence</u> of Level 3 behaviours e.g.</p> <ul style="list-style-type: none"> - bad language (includes verbal abuse) - defiance - stealing/intent to steal - Vandalism of school building or property - Dangerous behaviours which put themselves or others at risk of harm - Persistent refusal to obey instructions - Persistent repeated and deliberate incidents of bullying - Persistent major disruption of class activity <p>Also</p> <ul style="list-style-type: none"> - If individual behaviour improvement tracker has not worked - Leaving learning environment without consent - Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury - Aggressively threatening behaviour towards staff/parents/pupils 	<p>In the event of dangerous and harmful behaviours staff will:</p> <ul style="list-style-type: none"> - Send a message to the office in order to alert a Senior Leader to the severity of the situation and get help. - The approaches will be used to de-escalate the situation (see appendices) and keep everyone safe. - If necessary the pupil will be removed from the situation or bystanders removed from the scene. Pupil to be supervised in designated area i.e. nurture room whilst they regain control of their emotions. - If staff were forced to use positive handling techniques to ensure safety and wellbeing, they will log it in the red Bound and Numbered Book for Positive Handling incidents. This will be shared with parents at the earliest opportunity. - Parents will be contacted immediately and a meeting will be convened as a matter of urgency. The Headteacher will lead the team around the child (TAC) meeting. - Staff and parents will continue to explore the context of the behaviour and whether there may be an underlying cause. They will assess the possibility that the child experiencing social, emotional and mental health difficulties. Reference will be made to the SEN Code of Practice and SEND policy. - Where appropriate an individual positive behaviour plan and risk assessment will be completed in partnership with parents with the pupil, teachers and any relevant outside agencies. The team will assess whether a reduced timetable may be beneficial. - The involvement of outside agencies will be secured e.g. the Local Authority Behaviour Support Team, Educational Psychologist, Children and Young People’s Service, Social Care. - Interventions e.g. play therapy and nurture opportunities will be considered. - Pupil temporarily excluded from classroom and supervised by senior teacher or a suspension from school. <p>The local authority will be alerted to the risk of permanent exclusions and risk of further suspensions.</p>

Level 5 Behaviours

Persistent or escalating Level 4 behaviours	Behaviour improvement strategies and consequences
Improvement has not been secured. Interventions have not secured change and the child remains at risk of permanent exclusion.	<ul style="list-style-type: none"> - Continued support and intervention through the SEND Code of Practice if appropriate. - Continued outside agency involvement. - The benefits of time-limited attendance at an alternative education setting to improve behaviour, a managed permanent move to another mainstream school and fresh start will be considered alongside the possibility of a request for a placement in a specialised setting. - Potential suspension (also known as fixed term exclusion) or permanent exclusion from school.

Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- committing an offence
- injuring themselves or others
- damaging property.

Members of staff are trained to do this safely, undergoing positive handling training regularly in accordance with guidelines. Parents are informed that day if a child has been handled and then a positive care plan is written together with staff and parents/carers to ensure all parties agree with strategies used, with the child's safety at the heart of the plan. This is in line with our school's positive handling policy.

Suspension and permanent exclusion (see Exclusions and Equality and inclusion policy)

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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 Department for Education recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers as they can be used to establish high standards of behaviour in schools and maintain the safety of school communities.

Whilst our focus is on creating environments and conditions where exclusion is not necessary because pupil behaviour does not require it, in line with the government guidance, suspensions and permanent exclusion may be used as a last resort if all other approaches to behaviour management have been exhausted. This is to ensure that other children and staff are protected from disruption and can learn and work in safe, calm, and supportive environments.

A suspension (where a pupil is temporarily removed from the school), can be issued by the Headteacher for one or more fixed periods. This consequence may be used to provide a clear signal of what is unacceptable behaviour and show a child that their current behaviour is putting them at risk of permanent exclusion.

A permanent exclusion is when a child is no longer allowed to attend a school (unless reinstated by the Governing Body). The decision to exclude a child permanently should only be taken:

- in response to a serious breach or persistent breaches of the school behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Mobile phones (see Safe use of mobile phones and digital images policy)

Pupils are prohibited from bringing mobile phones into school. Children are not permitted to wear smart watches that are linked to a mobile device or have the ability to take photographs in school.

Searching, screening and confiscation

Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Searching, screening and confiscation [DfE, July 2022](#)

Our school has a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item. These are:

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

Under common law, school staff have the power to search a child for any item if the child agrees. The member of staff should ensure the child understands the reason for the search and how it will be conducted so that their agreement is informed.

The Headteacher (also the Designated Safeguarding Lead) must be informed of any searching incidents and the reason for them. This will ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff.

If any search reveals a safeguarding risk, advice will be sought from the local authority Multi-agency Safeguarding Hub. See the school Child Protection and Safeguarding Policy for further information.

Behaviour outside of school premises

Schools have the power to sanction pupils for misbehaviour outside of the school grounds of the school premises.

Senior leaders may issue consequences, in line with those in described in the Levels of behaviours section of this policy, if poor behaviour and/or bullying which occurs off the school premises or online is witnessed by a member of staff or reported to the school.

In line with government guidance, conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way is identifiable as a pupil at the school

- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil
- that could adversely affect the reputation of the school.

Pupil transition

- To ensure a smooth transition to the next year, pupils have two transition afternoons with the new teacher(s). In addition, staff members hold transition meetings.
- To ensure that behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff prior to the start of the new term or year. Information may also be shared with new settings for those pupils transferring to new schools.

Staff induction, development and support

New staff are inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

School leaders consider any appropriate training which is required for staff to meet their duties and functions within the behaviour policy. Updates on the behaviour policy will be provided to staff as training, when required. Senior leaders also ensure that colleagues have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

PERSON(S) RESPONSIBLE:	A PAISLEY
DATE POLICY AGREED:	September 2025
TO BE REVIEWED BY:	September 2026

DISTRIBUTION:	Staff / Governors / Website (delete as required)
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