

Cecil Road Primary & Nursery School
Together we achieve more



Positive Behaviour Policy

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Contents

1. Aims.....	4
2. Legislation, statutory requirements and statutory guidance	4
3. Definitions	4
4. Bullying	5
5. Roles and responsibilities.....	6
6. School behaviour curriculum	8
7. Responding to behaviour	11
8. Serious sanctions.....	18
9. Responding to misbehaviour from pupils with SEND.....	20
10. Supporting pupils following a sanction.....	21
11. Pupil transition	21
12. Training.....	21
13. Monitoring arrangements	21
14. Links with other policies	22
Appendix 1: written statement of behaviour principles	
Appendix 2: flow chart	
Appendix 3: reflection sheet.....	
Appendix 4: comic strip conversation	
Appendix 5: Record of behaviours and triggers	
Appendix 6: Record of behaviours meetings with parents and carers	

At Cecil Road Primary and Nursery School, we have high expectations of all learners and aim to support them with their social and emotional development as well as their learning needs. It is important to us that we build the skills, knowledge, understanding and positive attitudes necessary to help all our children become honest, responsible, respectful citizens of the future.

Our Behaviour Vision

We aim to articulate the central values, rights and responsibilities that underpin the management and development of student behaviour within our school. It is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud. It incorporates the requirements of the Prevent Duty into this and other policies and reflects the SMSC agenda and promotes British Values.

In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school. The policy will be applicable in school, on school trips and, where appropriate, when learners are representative of the school in their journey to and from school.

We believe the principles of behaviour at Cecil Road Primary & Nursery School are:

Rights and Responsibilities

Everyone has the responsibility to ensure that Cecil Road Primary and Nursery School is a safe place in which to learn, work and play.

- Children have the right to work, learn and play in a friendly and safe school.
- Teachers and staff have the right to teach and work in a friendly and safe school.
- Parents and Carers have the right to feel welcome and know that their children are learning, working and playing in a friendly and safe school.

School Rules

Our school rules were agreed with staff and school council, they are on display around the school. They are regularly referred to in assemblies and throughout the school day. They support the understanding of the behaviour expected within the school.

- We listen to others.
- We look after our school and everything in it.
- We always try our best.
- We have kind hands, kind feet and use kind words.
- We move quietly and calmly around our school.

Our school rules are closely linked to our core values

School Values Our 5 C's

Commitment – Always working hard and trying our best

Creativity – Using what we know to create something new

Courage – Being able to take risks and try new ideas

Cooperation – Taking turns, sharing and working together

Compassion – Caring about others, treating them with kindness and helping each other

At Cecil Road we believe:

- All of our learners want to behave well
- Behaviour is a means of communication
- Mistakes are part of the learning process
- With support from staff and parents, learners can learn to self-regulate and manage their behaviours

Staff can support our learners by

- Being aware of the relationships they have with children and adults
- Being consistent in expectations, language linked to behaviour and communication
- By observing, gathering and analysing behaviour data to ensure any interventions are personalised and planned to according to the needs of the individual
- To work in partnership with the Inclusion Team and parents to ensure children's needs are met and children can self-regulate their behaviours.

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- 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

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 2023](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco 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)
 - Mobile phones in classrooms

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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)

To prevent bullying our carefully planned PSHE curriculum focuses on friendships as well as using internet legends to empower our children to use the internet safely.

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for:

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, 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
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

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

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

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

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

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

6. School behaviour curriculum

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 (left hand side of the corridor and in single file)
- Enter and leave assembly without talking
- 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.

Positive Behaviour Management

At Cecil Road Primary and Nursery School we believe we have a responsibility to help children understand that they have to make the right choices about how to behave and help them develop the strategies to make appropriate choices. We believe that children's well-being is very important to their learning. We try to find every opportunity to praise and encourage children and promote their self-worth and self-esteem.

The steps in our Behaviour Policy are a guide and may not work or be appropriate for every child.

We have a number of reward systems in place within the school that recognises and values positive behaviour. The rewards system is altered to suit the needs of the pupils in our early years in both Nursery and Reception, where a warning and time out system (three minutes for Nursery and five minutes for Reception age children).

- Zones of Regulation
- House Point System
- Values Assembly
- RWI 3 step behaviour prompts

Zones of Regulation

At Cecil Road we understand the importance of emotional regulation. We have a whole school policy of zones of regulation which allows children to understand different emotions and recognise what they can do when they feel that way. This helps children to self-regulate.

Stay On Green – Traffic Lights System

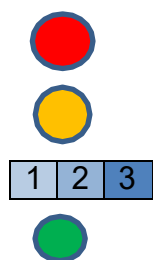
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That a system is integrated into daily teaching in order to promote positive behaviour and effective behaviour management.

Every classroom in the school has a visual traffic light system on display. The traffic lights are a visual aid that allows the children the opportunity to make a choice about their behaviour. It allows for time for reflection and for time to be given back to the teacher for unacceptable behaviour.

No blanket consequences are given at Cecil Road Primary and Nursery School we believe that an individual has to take responsibility for their own actions.

The children all start every day and every session on a fresh start – green. If a child behaves in an unacceptable way then they are given a verbal warning and a chance to make a choice to change their behaviour. If the child continues to make the wrong choice there is a system of consequences:



After a verbal warning – the child's name will be moved to a blue square and they will have to give back 1 minute at the end of the lesson.

After a second choice of making the wrong decision the child's name will be moved to the 2nd blue square and they will have to give back 2 minutes of their time for reflection at the end of the lesson.

After a third choice of making the wrong decision- the child's name will be moved to the 3rd blue square and they will have to give back 3 minutes of their time for reflection at the end of the lesson.

Within this period (1, 2 and 3 warnings) the children displaying good positive behaviours can earn all or some of this time back.

In Year R, if a child makes the wrong choice they will be given a verbal warning and shown a sad face, if they continue to make the wrong choice they will be moved to the amber circle and they will have 3 minutes reflection time.

If a child continues to make the wrong choices - the child's name will be moved to the amber traffic light and they will have to give back 5 minutes of their time for reflection and a reflection sheet must be completed with the child at the end of the lesson. This time cannot be earned back.

All the above time that is given back takes place in the classroom with the teacher. If a child continues to make the wrong choice and is already on amber they will be moved to the red traffic light – this means that the child has been unable to make the right decision and has not behaved appropriately in class then they will give back 10 minutes of their own after the session.

If a child is placed on red then a CPOMS behaviour report will need to be completed by the class teacher.

The reflection time will take place in a room with a timetabled member of staff after each session as follows (appendix 3):

1. If a child reaches the red traffic light before morning break – 10 minutes at the start of break time.
2. If a child reaches the red traffic light between morning break and lunchtime – 10 minutes at the start of lunchtime.
3. If an incident occurs during the lunchtime, it is the Head Teacher or Deputy Head who is to take the appropriate and necessary steps in consequences including reflection time (for maximum of 10 minutes) if needed.
4. If a child reaches the red traffic light after lunch and before home time – KS1 10 minutes from 3.15pm - KS2 10 minutes after school from 3.30pm to 3.40pm.
If a child is staying parents will be notified before the end of the school day.

During this time the child will need to fill out a reflection sheet which should be handed back to the class teacher to keep. The adult will make a judgement as to whether a reflection sheet or a comic strip conversation reflection is completed (see appendix 4 for an example).

We strongly believe that our children should be given the chance to make the right choice after reflection upon their behaviour, therefore every session and every day is seen as a fresh start and every child starts on green again.

Should an incident occur during the lunch time then the HeadTeacher/Deputy Head will make the decisions and reflection time is normally given in the moment.

Some children find it difficult to self-regulate their behaviour and present challenging behaviours, this is when you will need to ensure you remain calm and remember the behaviour is separate to the child.

When praising we use specific, descriptive praise. 'Mel, thank you for holding the door and waiting patiently'.

If a member of staff is faced with a confrontational situation, we ask that a moment is taken for a dynamic risk assessment – remember our aim is to de-escalate.

Staff are strongly advised NOT to stop a child leaving any given space unless there is a risk of injury.

Remain Calm – have a calm stance and be aware of personal space. Be aware of personal space – you may need to move back.

Stay still – some children may pace or walk away, staff need to try to stay still or seated and remain calm.

Intonation and use of voice – be aware of volume, use of language, and tone of voice

6.1 Mobile Phones

Children in year 6 who walk to and from school may have a mobile phone, these are kept in the office throughout the school day. No child is permitted to have a mobile phone on them during the school

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 school.

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - 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

7.2 Safeguarding

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

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

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

Please refer to our child protection and safeguarding policy for more information.

7.3. Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- House points
- Certificates in our weekly values assemblies

7.4. Responding to misbehaviour

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

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

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

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

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

The following is used in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Expecting work to be completed at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance school councillor
- School-based community service, such as tidying a classroom, collecting litter
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Removal of the pupil from the classroom
- Suspension
- Permanent exclusion, 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.

For ongoing behaviour a weekly behaviour chart will be used to monitor the behaviour as well as a 'Trigger' chart to help us analysis why a particular behaviour is happening.

7.5 Reasonable force (Physical contact by a member of staff on a pupil to control or restrain their actions/movements. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances. Any use of reasonable force is an example of a restrictive intervention and may or may not involve the use of restraint).

For further information on reasonable force follow the link below to the reasonable force guidance for schools.

[Use of reasonable force and other restrictive interventions guidance](#)

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

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Reported to SLT immediately and recorded in the red book (recording names of pupil and staff involved, any needs of the pupil, time, date, location, brief account of the incident including why the force was used and any post incident support) in the SLT office, It will then be reported to parents/carers on the same day as the incident

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

7.6 Searching, screening and confiscation

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

Confiscation

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

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search 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 to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

The pupil's parents/carers will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.

One of these must be the appropriate adult, except if:

- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

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

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.8 Online misbehaviour

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

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

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

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

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

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

7.10 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:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break or after school.

The school will decide whether it is necessary to inform the pupil's parents/carers.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by The Senior Leadership Team (SLT), and will be removed for a maximum of 1 day.

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:

- Positive behaviour support plan (Appendix 4)
- Daily behaviour record (appendix 3)
- Meetings with parents and SLT
- Multi-agency assessment
- Positive praise for appropriate behaviour

8.3 Suspension and permanent exclusion

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

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Suspension and Permanent Exclusion

Suspension from school will only be used as a final resort when the behaviour is extreme, to provide a clear signal of unacceptable behaviour. Instances of when exclusion may be necessary include:

- Serious physical aggression or violence towards another child or adult.
- Persistent refusal to cooperate, resulting in disruption to the learning and/or well being of other children.
- Intentional severe damage of school property.

The length of fixed-term exclusions will directly relate to the severity of the behaviour.

Permanent Exclusion

The decision for a permanent exclusion would be in response to a serious breach or persistent breaches of the schools behaviour policy.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

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

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

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

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

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

Our approach to anticipating and removing triggers of misbehaviour is:

- SLT/SENCo to observe child and make reasonable adjustments
- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long periods of time
- Training for staff
- Use of the sensory room/outside classroom/SEN 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 consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

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

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

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

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

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

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

9.4 Pupils with an education, health and care (EHC) plan

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

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

Information can be found on the link, below, for SEND support in Kent.

[SEND information hub - Kent County Council](#)

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

To support reintegrating pupils following removal from the classroom, or following suspension may include:

- Reintegration meeting with parents and child
- Change in timetable
- Support from external agencies e.g. specialist teachers, admissions and attendance, SEN team

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

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

- Our behaviour policy
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Suspension and permanent exclusion policy
- Mobile phone policy

Appendices

Appendix 1 – Written Statement

Appendix 1: written statement of behaviour principles

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

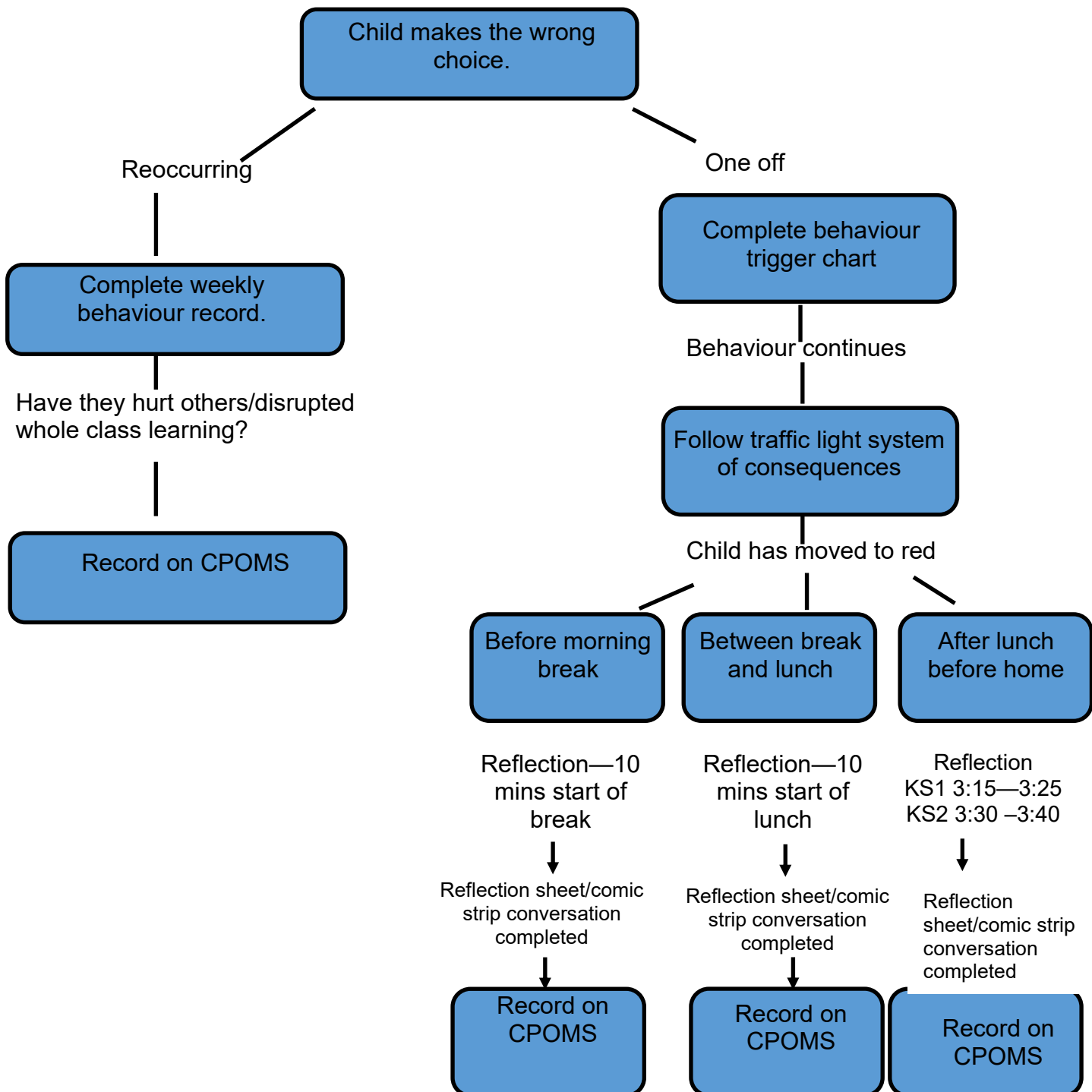
The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

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

Appendix 2 – Flow chart of behaviour support







A child is making the wrong choices, what shall I do?



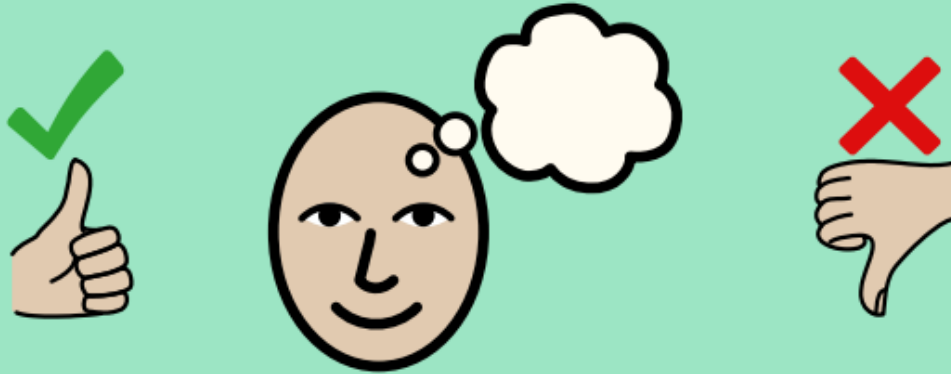
Appendix 3 – Reflection Sheet and book










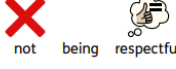







Reflection Sheet
Restorative Questions
















Child's Name:	Teacher's Name:
Date:	Place of incident: (eg Classroom in English)
What happened? 	
Why did you do it?  How did you feel? (refer to zones of regulations)	
Who do you think has been affected by your actions?  How do you think they feel? (refer to zones of regulations)	
What do you need to do now to make things right? 	

Signed by child:






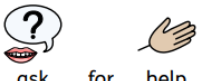










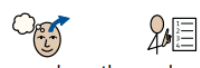

Reflection book.

 Something broke	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe
 Took my clothes off	 What happened?			 not being respectful
 Using bad language				 being disruptive
 not listening	 threw something	 run off	 tore up work	 something different

 worried	 fidgety	 confused	 angry	 sad
 annoyed	 What were you thinking or feeling?			 silly
 scared				 embarrassed
 nervous	 bored	 furious	 lonely	 something different

 me	 a friend	 a teacher	 my class	 my mum
 my dad	 Who has been affected?			 other children
 my family				 my sibling
 the community				 animals
 make a card	 write a letter	 talk to someone	 say sorry	 fix something
 have thinking time	 What needs to happen to put things right?			 tidy up
 make a change				 clean something
 make a plan	 practice	 finish my work	 hug	 something different

 sad	 sorry	 guilty	 annoyed	 embarrassed			
 worried	 <h2>How do you feel now?</h2>			 nervous			
 hungry				 tired			
 unsure				 calm	 better	 okay	 something different

 move away	 ask for a break	 go to my calm space	 ask for help	 get a fidget toy			
 tell someone how I feel	  <h2>Next time I will...</h2>			 count to 10			
 play with someone else				 be respectful			
 make a good choice				 take deep breaths	 listen carefully	 remember the rules	 something different

Appendix 4 – Guide to Comic Strip Conversations

Guide to a Comic Strip Conversation

Comic strip conversations, are simple visual representations of conversation. They can show:

- the things that are actually said in a conversation
- how people might be feeling
- what people's intentions might be.

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation, and colour to represent the emotional content of a statement or message.

By seeing the different elements of a conversation presented visually, some of the more abstract aspects of social communication (such as recognising the feelings of others) are made more 'concrete' and are therefore easier to understand.

Comic strip conversations can also offer an insight into how an autistic person perceives a situation.

Tips for writing a comic strip conversation:

- Be aware of the incident that has happened.
- Draw a picture of the first part of the incident e.g. one child with a toy car and another child taking it.
- Ask the child to name the children, support if need be. Ask the child to describe what is happening. Write this by the characters. If this isn't what happened then write in a different colour what was seen. Talk about how each person felt. Do this for each 'stage;' of the incident.
- Discuss the actions that could have happened to ensure everyone was happy.

TIP:
Children may need help relating to the thoughts, feelings and motivations of others



TIP:
If the child comes up with an incorrect answer or reason provide an additional idea on why or how situation may have occurred without discounting their contribution

TIP:
Summarise what has happened before coming up with solutions to the situation

Appendix 5 – Record of behaviours (Triggers Charts)



Record of Behaviours (Trigger Charts)
(persistent/red behaviours)

Child's Name:	Class:	Form completed by:
---------------	--------	--------------------

Where, when, who what took place? Date, time, place, subject etc	What happened before the behaviour?	What exactly did the student say/do?	After, what did staff, students do? What has changed?



Weekly Record of Frequent Behaviours

List the frequent behaviours that are seen e.g. refusing to complete a task, leaving the classroom, hiding under a table

	Behaviour
1	
2	
3	

	9:00 – 10:00	10:00 – 11:00	11:00 – 12:00	12:00 – 13:00	13:00 – 14:00	14:00 – 15:00	15:00 – 15:30
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 6 – Record of behaviour meeting with parents, child and positive behaviour plan



Behaviour Support System

Child's Name	
Adults at the meeting	*Class teacher to lead.
Date	

Behaviours/incidents to be discussed (complete before meeting):	
Discuss and agree the behaviours we would like to see (Green behaviours) (eg when upset use time out card/attend lunch club)	
Agreed strategies to be put in place to support: Ideas: Zones of regulation, work with FLO on recognising own emotions, reward earning chart, reward losing chart, special job, social stories.	
Who else needs to know? And who will tell them?	
Review Date: Who will attend review meeting?	
Review Meeting Date:	Adults present:
<i>Did the above work ? Next Steps: (remove support, continue & review in 2 wks, escalate)</i>	



Steps to Success Meeting

Child's Name	
Adults at the meeting	*Inclusion Team to lead
Date	

Behaviours/incidents to be discussed (complete before meeting):	
Discuss and agree the behaviours we would like to see (Green behaviours) (eg when upset use time out card/attend lunch club)	
Create the steps to success plans with children and parents	
Who else needs to know? And who will tell them?	
Review Date:	
Who will attend review meeting?	
<i>Review Meeting Date:</i>	<i>Adults present:</i>
<i>Did the above work? Next Steps: (remove support, continue & review in 2 wks, escalate to LIFT)</i>	



Steps for Success Behaviour Plan for CHILD, Staff and Parents
CHILD'S NAME (examples are in red)

My difficult situation	Behaviours I might display
<p><i>Someone upsets me on the playground</i></p>	<p>Early Warning Signs</p> <p><i>I will be on my own</i> <i>I will be last or first from the playground</i> <i>I will shout or roar at others</i> <i>I will swing my coat around</i></p> <p>If my early warning signs are not noticed I might:</p> <p><i>I will get louder and louder roaring/shouting</i> <i>I will refuse to go into class</i> <i>I will hit people with my coat</i> <i>I will run into people on purpose</i></p>
<p>What can you do to avoid this situation</p> <p><i>Help me to play games with others on the playground</i> <i>Give me time to calm down by staying out on the playground</i> <i>Let me talk through what has upset me</i> <i>Do something nice with an adult (eg basketball/lego) before returning to class</i></p>	<p>What can you do if I display challenging behaviours</p> <p><i>Talk in a calm voice – use my name</i> <i>Don't use too many words</i> <i>Give me a choice of where you will listen to me (eg playground/SEN room)</i> <i>Remove others – don't touch me</i> <i>Give me a calming down period (10 minutes)</i> <i>Ask me if I would like a sensory break or time out</i></p>

You can add visuals to this to support the child.



Steps to Success (to be shared with staff)
CHILD'S NAME

Behaviours	Support Strategies
<p>Focused on work Happy to chat Will follow instructions</p>	<p>Use positive reinforcement Give time to process Give opportunities for sensory breaks Use simple and clear language</p>
<p>Will become noisy Will be easily distracted Will want to move around classroom Will want to move arms/legs (swinging) Will try to get attention in a negative manner Will not engage in task Will ignore instructions on purpose</p>	<p>Ask if help is needed Offer a sensory break Offer a sensory toy Distract by reminding of something positive earlier/day before Offer an instant reward for completion of task</p>
<p>Body language will become very tense Will call out loudly and roar Will walk/crawl around the classroom Will lash out hurting others Will throw equipment</p>	<p>Make sure only one person at a time talking to him Explain you want to listen – offer opportunity to go somewhere to talk If he walks off – follow at a distance Distract with favourite toy or activity Use his name but don't reference the behaviour – I am here to listen Remove others/equipment if risk of harm/damage Crying loudly If continues for 15minutes – need to call mum</p>
<p>Posture will become more relaxed Will join in activity with key adult (e.g. basketball/Lego) Will explain what upset him</p>	<p>This blue phase tends to be long/short usually out of the classroom Explain what we can do to put it right together Congratulate for good choices Consequence for actions must be carried out immediately and record form completed.</p>

Appendix 7

Examples of Reward Charts

Behaviours that my teacher wants to see:



I will get a sticker/smiley face each time I show this behaviour. If I get at least 5 in a day I get a reward at the end of the day.

	A box for each lesson							
Monday								
Tuesday								
Wednesday								
Thursday								
Friday								