



**ORCHARD**  
—Community Trust—  
Courage - Unity - Equity



## **Behaviour Policy**

**Last Approved:** January 2026

**Review Date:** January 2027

## Behaviour Policy

At St Mark's CE Primary School we strive to secure a shared vision for all associated with our school community. Fundamentally, we aim to provide a caring environment, which seeks to promote the development of self-respect and respect for others through our school mission statement;

### 1. Aims

- To promote the shared values of love, understanding, tolerance, justice and peace, in order to foster positive relationships within our school community.
- To maintain a safe, harmonious environment, which nurtures individuals by responding promptly to their needs, through active listening, keen observations and sincere interest and concern for all children.
- To encourage self-awareness, openness and respect in the way we communicate and respond to others;
- To establish an agreed code of behaviour, supported by clear and purposeful rules, rewards and sanctions, which are applied consistently by all.
- To value and celebrate the effort and attainment of every individual whilst acknowledging diversity in relation to both academic and non-academic achievements.
- To develop effective communication between parents/ carers, pupils and staff in dealing with disruptive behaviour in school.
- To enable pupils to recognise and value their contribution and responsibilities, both within their school environment and wider community.
- To promote a culture where both adults and children take responsibility for their own actions within a climate where self-esteem is fostered.
- To promote a relational approach to behaviour, recognising that all behaviour is a form of communication and responding with curiosity, empathy and clear, consistent boundaries.
- To use restorative approaches so that children have structured opportunities to repair relationships, reflect on the impact of their actions and make positive choices next time.

At St Mark's CE Primary School, the expectation of high standards of behaviour for all pupils is fundamental to securing these objectives. Within our school and wider community, all pupils and adults are encouraged to demonstrate courtesy, manners and respect for everyone. This framework of positive behaviour is based on the following principles:

Respect for God;  
Respect for oneself;  
Respect for others;  
Respect for other people's property and belongings.

We expect all members of our school family to follow the values and to work together to make school a happy and safe place for everybody to learn in.

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)

- [The Equality Act 2010](#)
- [Keeping Children Safe in Education September 2024](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- It is also based on the [special educational needs and disability \(SEND\) code of practice](#).
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written Behaviour Management Policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their Behaviour Management Policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

## **2. Rules, Expectations and Standards**

Within the above framework, a set of clear rules and expectations have been negotiated with the staff, pupils and parents/carers in order to establish an agreed code of behaviour in school. Children negotiate and agree expectations for behaviour in class at the beginning of each academic year. The following list contains some examples of school rules and guidelines for children:

- Follow the school's Christian vision and values.
- Always work hard, give your best in school and finish tasks you have been given.
- Wear the correct uniform – be smart and tidy.
- Show respect when talking to others.
- Speak quietly and politely, using good manners at all times.
- Offer to help others, where possible.
- We have kind hands, kind feet and kind words.
- Walk at all times, when inside the school building and off-site.

## **3. Uniform**

The wearing of correct uniform is considered an important part in establishing a sense of community and standards in school. Children are encouraged to take pride in wearing appropriate uniform, including PE kit. Shoulder length hair should be tied back at all times. Stud earrings may be worn in school but are required to be removed for P.E. It is important to note that school staff are not permitted to remove earrings.

## **4. Roles and Responsibilities**

It remains the overall responsibility of the Headteacher, Deputy Headteachers and the Senior Leadership Team to ensure that high standards of behaviour are maintained on a daily basis. However, at St Mark's CE Primary School, we acknowledge the responsibility of every person - adult and child - in promoting and maintaining high standards of behaviour at all times.

### **4.1 School Council**

One representative from each class in Years 1 - 6 meet with the School Council Lead each half

term to discuss matters on an agreed agenda and any issues relating to school life, which have been brought to their attention by children in their class. Minutes of the meetings are recorded and forwarded to the Headteacher for future reference at staff meetings, where appropriate. Representatives from the School Council are elected democratically. They are expected to gather the views of the children in their class on issues to be discussed at the half termly meetings and are expected to provide prompt feedback to their class. The School Council are responsible for arranging an annual anti-bullying week to raise awareness of what bullying is and what children, staff and parents/carers can do about it if they or somebody they know are being bullied. They also work on raising school attendance, represent the school at events and raise funds for the school and for agreed charities.

#### **4.2 Eco Council**

One representative from each class in Years 1 - 6 meet with the Eco Council Lead each half term to discuss matters on an agreed agenda and any issues relating to eco matters in school, which have been brought to their attention by children in their class. Minutes of the meetings are recorded and forwarded to the Headteacher for future reference at staff meetings, where appropriate. Representatives from the Eco Council are elected democratically. They are expected to gather the views of the children in their class on issues to be discussed at the half termly meetings and are expected to provide prompt feedback to their class.

#### **4.3 Prefects and Monitors**

Prefects and monitors are selected from children in Year 6. Applicants who wish to be a prefect or a monitor fill out an application and have a reference provided by an adult who knows them well and is willing to vouch that they would be suitable for the position applied for. Prefects are then interviewed and chosen on their application. Prefects have a range of duties around school including, monitoring the doors during break/lunch times, helping class teachers and tidying shared areas around school.

#### **4.4 Playground Leaders**

Children in Year 6 can apply to be Playground Leaders. Playground Leaders are selected following discussions with the SLT, the PE lead and class teachers. The role of the Playground Leader is to help set the equipment on the school playground and to support children on the playground when playing with equipment. There is an expectation that Playground Leaders lead by example on the playground.

#### **4.5 Worship Council and Chaplains**

Every year, 6 children are chosen democratically to become members of the Worship Council. These are from years 4, 5 and 6 (2 children from each of these year groups). The Worship Council will plan and lead whole school worship once every half term, based on theme that is chosen for that academic year. The Worship Council is supported by the school's RE Leader. Some members of this team form the Chaplains Team; children who work alongside pupil chaplains in other local church schools. They work towards making all the children at St Mark's feel happy, calm, and ready to learn. They run lunchtime clubs for children to have opportunities to be still, reflective and calm. They occasionally lead worship.

## 5. Classroom Management

Teachers and support staff are to:

- Follow the staff Code of Conduct;
- Adhere to the Behaviour Management Policy at all times;
- Adhere to the Anti-Bullying policy at all times;
- Promote good behaviour by using praise and rewards;
- Ensure children are supervised in the classroom;
- Ensure there are routines that support the children in being independent
- Prepare materials and equipment before each lesson;
- Display classroom rules and school values clearly in the classroom;
- Choose and display the “star of the week”, with positive comments about that child from other members of the class;
- Actively teach the class rules and the school values to the pupils;
- Refer to the class rules and school values in praise and sanctions;
- Be consistent in response to infringement of classroom rules;
- Speak quietly to model appropriate behaviour to pupils;
- Use Zones of Regulation in every classroom to support children to recognise, name and regulate their emotions. Adults explicitly teach the Zones language, model self-regulation and use the Zones as a shared framework when problem-solving with children.
- Use relational approaches (warm, predictable, attuned adults; calm tone; co-regulation) to help children feel safe, connected and ready to learn.
- View behaviour through a needs-led lens, asking “*What is this behaviour communicating?*” and adapting responses accordingly.

## 6. Movement around the corridors and stairs

Teachers, support staff and prefects are to:

- Make sure that children walk sensibly in the corridors and on the stairs.
- Ensure that children are supervised as they move through the school throughout the day, at the beginning and end of the day and break time / lunchtime

## 7. Fair Rules

### 7.1 Whole School

We will endeavour to:

- Provide and maintain a friendly, encouraging, secure, supportive and positive school environment in which all can learn.
- Provide a pleasant and safe environment for all members of the school community.
- Know our school vision and values and make sure that they are consistently applied across the school.

At no time will anyone do anything that causes harm, offence, inconvenience or unnecessary work for other members of the school community.

## 8. Practice and Procedures

### 8.1 Rewarding Achievements and Behaviour

The following methods will be used by adults to reward positive behaviour, good work or demonstration of school values or acts of good citizenship;

- Positive acknowledgement or comments to individuals or groups.
- Visual prompts within classrooms to highlight individuals for good behaviour, e.g. Badges, stickers.
- The use of stickers, dojo points, postcards/messages home, and classroom rewards.
- Children from Nursery through to Year 6 to have a Star of the week award displayed in the classroom. Children in Nursery to have daily special helpers displayed in the classroom.
- Headteacher awards and stickers for exceptional work, improvement or behaviour.
- A 'Praise' assembly is held every week, in celebration of our pupils' successes and achievements, within and beyond the school day. The following are given out:
  - One child from each class is awarded a certificate and a 'golden jumper or t-shirt' by their class teacher for their achievements.
  - Numbots certificates are given out to year 1.
  - Timetables Rockstars certificates are given out for years 2-6. These are for the three children in each year group who received the highest number of coins during the previous week.
  - Good Samaritan badges are given out weekly to one child in each year group for something they have done to help others.
  - Attendance awards for the class(es) with biggest improvements each week.
  - Team points are collected weekly and a team reward is carried out at the end of each term.
- Pupils are awarded stickers and dojos for good behaviour, manners, etc. by the staff at lunchtime.
- Children who read four times a week are placed into the Star Readers prize draw. This draw takes place every week during whole school worship and a child from each phase is drawn out. They then get to choose a brand new reading book.
- In the Nursery class, a child from each key worker group takes home their group soft toy as a reward for good behaviour or demonstrated the school values at school.
- Class awards are distributed at the annual prize-giving ceremony.

### 8.2 Relational and Restorative Approaches

At St Mark's, we understand that **all behaviour is communication**. Behaviour may communicate a child's unmet need, emotional state, sensory profile or difficulties with relationships or learning. Staff are expected to respond in ways that are:

- Relational – prioritising connection, emotional safety and trust between adults and children.
- Regulating – helping children notice and manage their emotions, using co-regulation, the Zones of Regulation, calm spaces and agreed regulation strategies.

- Restorative – focusing on repairing harm, understanding impact and rebuilding relationships.

Where behaviour has had an impact on others, staff facilitate age-appropriate restorative conversations, for example:

- What happened?
- What were you thinking/feeling at the time?
- Who has been affected and how?
- What needs to happen to put things right?
- What will you do differently next time?

For children in EYFS and Key Stage 1, staff may choose to use a Reflection Book to support relational and restorative practice, if appropriate. With adult support, children briefly record (through words, pictures or symbols): what happened, how they and others felt, and what they can do next time to make a better choice. The emphasis is on learning and repair, not punishment.

Relational and restorative approaches sit **alongside** our consequences system. They do not replace clear boundaries and high expectations; instead, they ensure that consequences are accompanied by support, reflection and repair.

### 8.3 Sanctions for inappropriate behaviour

The right of every child to fully access a broad, balanced curriculum through quality learning and teaching experiences is fundamental in ensuring the highest standards of behaviour are maintained within every classroom. Procedures for minimising disruptive behaviour include the planning and delivery of high quality learning experiences, matched to individual needs and abilities, in order to sustain and motivate pupils to learn and achieve. Staff are entrusted to manage inappropriate behaviour promptly and effectively, in accordance with school policy.

Sanctions should be:

- Used to discourage repetition of inappropriate behaviour;
- Accompanied, wherever possible, by a brief restorative conversation or reflection so that the child understands the impact of their behaviour and how to repair it.
- Given immediately (or as soon as possible) after the undesired behaviour;
- Focused on the behaviour, not the person;
- Appropriate to the deed.

When applying sanctions teachers should:

- Follow the consequences in the Behaviour Management Policy;
- Refer to the school values where appropriate;
- Discuss the inappropriate behaviour with the child and discuss the impact of their actions on others, where appropriate;
- Remain calm and non-emotive;
- Help the child to explain what behaviour is required;
- Restore relations as soon as possible.
- Use relational language that separates the child from the behaviour (e.g. "That behaviour

was not OK” rather than “You are naughty”).

- Offer the child a supported opportunity to repair and restore relationships

**It is important to state that at St Mark’s, we consider that ‘EACH DAY IS A FRESH START’. However, the children must know that there is always the opportunity for a fresh start at any point during the day. They have opportunities to put things right and to turn their behaviour around.**

The range of consequences are as follows:

1 <sup>st</sup> warning	Verbal, no additional consequences
2 <sup>nd</sup> warning	Child works on a different table/on their own, or has a conversation with an adult to help them to understand the expectations
3 <sup>rd</sup> warning	Child works in a different location. Those who get to their 3 <sup>rd</sup> warning need to be logged on CPOMS.
Final warning	Child sent to Headteacher or Deputy Headteacher. This is logged on CPOMS. Parents informed; this may be a phone call and the child may be asked to make the call home. Actions carried out by the HT/DHT to be updated on CPOMS.

(See appendix one - behaviour prompt sheet)

When on the playground, the range of consequences are as follows:

1 <sup>st</sup> warning	Verbal, no additional consequences
2 <sup>nd</sup> warning	Child stands out of the game, on the side of the yard for five minutes.
3 <sup>rd</sup> warning	Child is sent in to a member of SLT. Those who get to their 3 <sup>rd</sup> warning need to be logged on CPOMS.

If the child has been on CPOMS three times, their parents/carers are informed and asked to come to school for a meeting with their class teacher and Phase Leader.

Parents/carers are also informed by telephone or in a meeting when their child’s behaviour has improved.

All behaviour data is collated, via CPOMS and is analysed regularly through Phase Meetings, Designated Safeguarding Meetings and Team Around the Child meetings. Findings are reported to the Local Governing Board St. Mark’s Local Governing Board meetings.

## **8.4 Behaviour Support**

For a very small minority of children, these sanctions will not be appropriate due to behavioural, emotional or social difficulties. The SENCo is then informed and interventions may be put into place. These children may be assessed using a Boxall Profile and an individual behaviour plan may be put in place. The SENCo tracks the progress of the children and reports back to the

Headteacher and parents/carers.

#### **8.4 Outside Agencies**

If a child is persistently disruptive, support from outside agencies, for example SEND services or CAMHS, may be sought.

#### **8.5 Fixed term Suspension**

In exceptional cases, the Headteacher may authorise a fixed term suspension. A decision to suspend a child for a fixed period is taken in response to breaches of the Behaviour Management Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed term suspension should be for the shortest time necessary.

#### **8.6 Permanent Exclusions**

Permanent exclusion is extremely rare and will only be used:

- In response to serious breaches of the Behaviour Management Policy.
- In response to serious breaches of the Drug and Substance Misuse Policy.
- If allowing the child to remain in the school would seriously harm the education or health, safety and welfare of the child or others.

The decision to exclude a child permanently is a serious step and will only be taken when the full facts have been clearly established. It is the final stage in a process for dealing with breaches of the Behaviour Management Policy following a range of other strategies which have been tried without success. When all available strategies have been exhausted without success, a permanent exclusion will be used as a last resort.

There will, however, be exceptional circumstances when, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include, for example:

- Serious actual or threatened violence against another student or member of staff.
- Sexual abuse or assault.
- Carrying or supplying an illegal drug/alcohol (refer to the Drug and Substance Misuse Policy).
- Carrying an offensive weapon.

#### **8.7 Management of Exclusions including Fixed Term and Permanent Exclusions**

Procedures for managing exclusions will strictly follow the DfE guidance, 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' September 2023.

The school adheres to the DfE regulations regarding exclusions at all times. Following an exclusion parents/carers will be contacted immediately where possible. A letter is sent by post giving details of the exclusion and the date the exclusion ends.

Parents/carers have a right to make representations to the Local Governing Board as indicated in the exclusion letter. A reintegration meeting will be held if applicable, following the expiry of the fixed term exclusion and this will include the child, parent/carer, teacher and other staff where appropriate. During a fixed term exclusion where the child is to be at home, parents/carers are advised that the child is not allowed on school premises, and the daytime supervision is the responsibility of parents/carers. The school will provide suitable alternative provision for a fixed term exclusion of 6 days or longer. The details of this will be included in the exclusion letter.

## **Permanent Exclusions**

Following the decision to permanently exclude, parents/carers, the Local Authority and the Local Governing Board will be informed immediately. A letter will be sent by post giving details of the exclusion. A meeting must be held by the Local Governing Board to consider the exclusion within 15 school days of the date of the exclusion. Parents/carers, the Headteacher and a representative from the Local Authority will be invited and allowed to make representations. Parents/carers may be accompanied by a friend or representative if they wish.

In accordance with DfE guidance, the Local Authority will provide education from the sixth day of a permanent exclusion.

The Local Governing Board will notify parents, the Headteacher and the Local Authority of their decision and reasons for their decision in writing without delay. The letter will include all information regarding the parents' rights to ask for the decision to be reviewed by an Independent Review Panel as detailed in the DfE Guidance. The permanently excluded child will be removed from the school's roll if 15 school days have passed since the parents/carers were notified of the Local Governing Board's decision to uphold the permanent exclusion and no application has been made for an Independent Review Panel.

## **8.8 Physical Intervention**

### **Use of Reasonable Force and Restrictive Interventions**

- The school follows the Department for Education statutory guidance on restrictive interventions, including use of reasonable force, in schools ensuring all actions are lawful, proportionate, and in the best interests of the child.
- Reasonable force will only be used as a last resort, where necessary to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils at the school, whether during a teaching session or otherwise.
- The school is committed to preventative and de-escalation strategies, including positive behaviour support, calm communication, and early intervention, to minimise the need for any physical intervention.
- Any use of reasonable force or restrictive intervention will be necessary, proportionate, and time-limited, and will never be used as a punishment or to secure compliance.
- Any form of seclusion (a non-disciplinary intervention involving keeping a pupil confined to a place away from others) will only be used as a safety measure to protect others from harm when pupils are experiencing high levels of emotional or behavioural dysregulation.
- All incidents will be recorded on CPOMS as soon as practicable after the event. It should be recorded by the staff member (s) involved and they should endeavour to do this no later than the same day. The requirement to record applies even if the use of restrictive interventions in

certain circumstances is agreed with parents as part of a pupil's behaviour support plan. Parents/carers will be informed as soon as reasonably practicable in writing.

- The school recognises that pupils with SEND may be at greater risk of restrictive interventions and will ensure individual needs, triggers, and support strategies are understood and reflected in behaviour plans and risk assessments.
- Staff who may be required to use reasonable force and/or other restrictive intervention will receive training in its safe and lawful use and in preventative strategies and school leaders will ensure clear oversight, accountability, and regular review of practice.

## **9. Leaving the premises without permission**

School is secure and gates are locked at all times. However, should a child try to leave the premises an attempt will be made to persuade them not to leave the school grounds. If they do leave, a member of staff will immediately report the incident to the Headteacher or Deputy Headteachers and to the school office who will contact the child's parents/carers, and the police if deemed necessary.

## **10. Roles and Responsibilities**

### **10.1 Responsibilities of staff**

- Have high expectations for behaviour and behaviour for learning;
- Follow the staff code of conduct; model good behaviour and respect to others;
- Adhere to the Behaviour Management Policy and display the behaviour prompt chart (Appendix 1);
- Make school values and classroom rules, rewards and sanctions clear to pupils from the first lesson and explain why they are necessary;
- Avoid the punishment of whole groups;
- Use PSHE, Peacemakers and RE lessons to promote desired behaviour and to open discussions about negative behaviours;
- Apply fair and consistent strategies which make the distinction between serious and minor offences apparent;
- Plan and organise both the classroom and lesson to keep pupils interested and thus to minimise the opportunity for disruption;
- Emphasise the positive, including praising good behaviour, effort and acts of good citizenship as well as work;
- Know that the school has a zero tolerance policy to bullying, be alert to signs of bullying (including cyber bullying, prejudice-based bullying and discriminatory bullying) and take action based on clear rules established to help and protect children (see Anti-Bullying Policy);

- Know that the school has a zero tolerance policy to child on child abuse, be alert to signs of child on child abuse (including sexism, sexual harassment and sexual violence,) and take action based on clear rules established to help and protect in time (see Child on Child Abuse Policy);
- Involve parents/carers at an early stage rather than as a last resort;
- Report improvements in behaviour to parents/carers;
- Be strategically placed when children are leaving the premises and when they are moving from the playground to the classroom or other areas in the school;
- Use the agreed school system of record keeping and pupil profiles to identify potential learning and behavioural problems at an early stage;
- Be accessible, where possible, to parents/carers outside formal parent/carer consultation evenings to work in partnership to ensure positive behaviour.

## **10.2 Responsibilities of the Leadership Team**

- Ensure that the school's behaviour policies are communicated clearly and fully to parents/carers, are published on the website and that regular reminders are given as well as informing them of any major changes.
- Ensure an effective induction system for parents of new pupils, including setting out behaviour expectations.
- Use all means to build up a sense of community in the school which encourages the active participation of the Local Governing Board members, staff, parents/carers and pupils.
- Take the lead in defining the aims and values of the school with reference to standards of behaviour.
- Use worship to promote desired behaviour and to praise good behaviour.
- Ensure that there are effective channels of communication within the school and between the school and the parents/carers, the community and outside agencies.
- Encourage the staff by recognising and praising their efforts and achievements.
- Have a clear system for reporting any staff not adhering to the Code of Conduct, referring any safeguarding concerns into the Local Authority Designated Officer if needed. Keep a log of low level incidents which do not meet the LADO threshold, including actions taken.
- Follow HR advice for staff accused of misconduct, providing pastoral care if needed and/or appropriate.
- Inform the Local Governing Board on the standards of behaviour in the school through

Local Governing Board meetings.

- Ensure by consistent and democratic policy making and support that all staff accept responsibility for maintaining good behaviour throughout the school.
- Ensure that mid-day supervisors are given adequate training in the management of pupils' behaviour, that they are supported by the SLT and are recognised as an important part of the school community.
- Develop an active partnership with parents/carers and staff as an aid to promoting good behaviour.
- Inform parents/carers of their child's positive behaviour and work.

#### **Involve parents/carers by:-**

- Establishing good channels of communication, incorporating a weekly newsletter and access to teachers for parents/carers wishing to discuss their children.
- Providing a welcoming and inclusive environment for parents.

### **10.3 Responsibilities of Parents/Carers**

It is expected that parents/carers will share the school's desire to create a calm, orderly and caring environment in which children can develop and learn and that they will share and support the school's policy of courtesy and respect for others. The home-school agreement sets out parents'/carers' responsibilities towards developing good behaviour and positive attitudes in their children.

### **11. Off-site Behaviour**

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 or member of the public
- Could adversely affect the reputation of the school

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

## **12. 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 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 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, 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 Safeguarding and Child Protection Policy and Procedures 2025.

## **13. Searching and Screening**

The Headteacher, or someone who has the authorisation from the Headteacher, can search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have one of the items listed below. Possessions include the child's coat, bag, desk, or tray. Before any search takes place, the member of staff conducting the search explains to the child why they are being searched, how and where the search is going to take place and gives them the opportunity to ask any questions. Parents/carers are also informed. The search is conducted in an appropriate location, with 2 members of staff being present. If the search requires a child to be searched (for example, their pockets) then the parents/carers are informed and attend the search. If the search must happen imminently as the Headteacher feels the child, other pupils or staff are at high risk then the search will take place in a suitable location away from other pupils. The child can only be asked to remove their outer clothing (coat, scarf, hat, gloves). If an item has been found, then the Designated Safeguarding Lead, parents/carers and potentially the police, are informed.

These can include the following:

- mobile phone
- knives or weapons
- alcohol
- illegal drugs
- stolen items
- any articles that the staff reasonably suspect have been or is likely to be used: to commit an offence to cause personal injury, damage of property
- tobacco and cigarette papers

- lighters/matches
- e-cigarettes and vapes
- fireworks
- pornographic images

After a search has been completed a record of the search is kept. This must include:

- date, time, location of the search
- pupil's name
- reason for the search
- who was present at the search
- what was being searched for
- what was found, if anything

#### **Follow up action/consequence of the search.**

Parents are informed of the outcome of the search. If a controlled drug or something which the staff member deems to be a harmful substance or weapon is found, the police must be contacted. This includes any weapons which may have been used to commit a suspected offence. Staff should dispose safely of other items including alcohol, tobacco, cigarettes, e-cigarettes, vapes, matches, lighters or fireworks in a safe manner and these should not be returned to the pupil. If a pornographic image is found the police and the parent/carer must be informed. If a stolen item is found it may be returned to the owner, the parents/carers informed and the police informed if the Headteacher deems it necessary. All electronic devices should be passed to the Headteacher.

#### **14. Bullying and Harassment**

Bullying is defined by the DfE as '*deliberately hurtful behaviour repeated often over a period of time*'

Bullying or harassment is unacceptable behaviour and this is made clear to all children and staff. Bullying affects self-esteem, well-being, happiness and mental health. It can affect children's ability to concentrate and make them anxious about attending school. We encourage children and parents/carers to tell staff of problems or incidents as they arise so that they can be dealt with appropriately. Children are regularly informed through work in the classroom and whole school worship of how to deal with situations if they feel they are being bullied.

##### **Bullying can include:**

- a. Name calling
- b. Being teased
- c. Being hit, punched, pulled or kicked
- d. Having possessions taken
- e. Receiving abusive messages via text, email or other forms of technological communication
- f. Being forced to hand over money
- g. Being forced to do things they don't want to do
- h. Being ignored or left out
- i. Being attacked because of religion, gender, sexuality, disability, appearance or racial origin.

#### **15. Role of the Local Governing Board and Board of Trustees**

The role of the Local Governing Board and Board of Trustees is to challenge and support the Senior Leadership Team in carrying out the roles and responsibilities outlined in this policy.

**16. Links with other Policies**

This Policy links closely with other school policies as follows:

- Anti-Bullying
- Single equality scheme and accessibility plan
- E-Safety
- PSHE
- Dealing with Aggressive Parents/ Carers
- Physical Restraint
- SEND
- Attendance

Signed: .....

**Headteacher**

Signed: .....

**Co-Chair of the Local Governing Board:**

**Date:** January 2026

**Review date:** January 2027

Appendix 1: (Behaviour Chart)

**RESPECT**

<p>Stars of the Day!</p> 	<p>Going above and beyond!</p>	
<p>I'm the best version of me!</p> <p><b>RESPECT</b></p>		
<p>1<sup>st</sup> warning!</p> 	<p>Stop and think!</p>	
<p>2nd Warning</p> 	<p>I may need some time away from my peers to think and reflect on making better choices.</p>	
<p>3rd Warning</p> 	<p>Working away from my class means I need to reflect on my choices and show everyone how I can fix my behaviour.</p>	
<p>Final Warning</p>	<p>I will go to the Headteacher or Deputy Heads to talk about my behaviour. This may involve a call home to my parents/carers so that I can explain to them what has happened.</p> 	

## **Guidance on use of Behaviour Chart:**

- All children start the day on 'I'm the best version of me!'. Their names do not need to be placed on this part of the chart.
- Children who end the day still at this stage should be praised and congratulated. Teachers can do this in the way they feel most appropriate for their class.
- Children can have their names added to the 'Stars of Day' section of the chart if they go above and beyond. There is no limit to how many children can reach this stage. Teachers can reward these children in the way they feel most appropriate for their class. It may include dojo points, stickers, postcards home or other prizes.
- On the first warning, a child will have their name added to the '1<sup>st</sup> Warning' section of the chart. Teachers can choose to have the warning sections of the chart visible to everyone in the class, or covered with a flap. This decision will be based on what works best for the class, and what they best respond to.
- On the second warning, a child will have their name added to the '2<sup>nd</sup> Warning' section on the chart. They may move to another table, they may move to a quiet area of the classroom away from other children, or they may stay in the same place but have a short restorative conversation with an adult. It depends on the age/stage of the child, and the nature of the behaviour.
- On the third warning, a child will have their name added to the '3<sup>rd</sup> Warning' section of the chart. At this point, they spend some time working outside the classroom. This might be in the quiet room, in a partner teacher's room or in the phase leader's room. This depends upon the needs of the child and the nature of the unacceptable behaviour.
- On the final warning, a child will have their name added to the 'Final Warning' section of the chart. This fourth warning only applies to children at main site. The children will be taken to the headteacher/a deputy headteacher. Following restorative conversations, consequences will be decided and the child may be expected to make a call home.
- How long a child's name stays in any one part of the chart is at the discretion of the teacher. It depends upon what will best motivate the child, what that child did to lead to the warning being given, and how hard the child has tried to turn the behaviour around.
- A child can be moved straight to third or final warning if the unacceptable behaviour is very serious. For example, physical violence or racist language would always result in a final warning.
- Children need to be given the opportunity to demonstrate that they have improved their behaviour and they can then move back up the chart. The timing of this will always depend on the child, and the nature of their behaviour. However, if a child is moving up and down the chart frequently during the day, they may require a more serious warning, or some restorative conversations, to help them to understand the expectations, and for staff to understand why the child's behaviour is so unsettled.
- The aim of this chart is to provide a shared understanding across the school of the systems and processes in place for managing behaviour. However, it allows staff to use their professional judgement in terms of how this applies to different key stages, and how it can be adapted to take into account the needs of the children in their classes.
- This also gives staff the autonomy to reward those children who are regularly doing the right thing, and to reward them in a way that is meaningful to the children in their classes.
- Children with SEND will always have their needs taken into consideration when the behaviour process is followed.

