Ken Catholic Schools' Partnership
'Academies in Christ'
Part of the Archdiocese of Southwark

Knowledge-rich, skills-led learning for all
Christ at our heart
Serving everyone in our community
Partnership of love, ambition, joy and peace



Behaviour Policy

Model policy template			
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Contents

Contents 1
1. Aims 2
2. Legislation, statutory requirements and statutory guidance 2
3. Catholic Values 2
4. Definitions 4
5. Bullying 4
6. Roles and responsibilities 6
7. School behaviour curriculum 8
8. Responding to behaviour 10
9. Serious sanctions 16
10. Responding to misbehaviour from pupils with SEND 17
11. Supporting pupils following a sanction 18
12. Pupil transition 17
13. Training 18
14. Monitoring arrangements 19
15. Links with other policies 19
Appendix 1: written statement of behaviour principles 21
Appendix 2 - Strip searches procedure 22

This policy sets out a model behaviour policy for schools in the Kent Catholic Schools' Partnership.

1. Aims

This policy aims to:

- Create a positive culture with Gospel values, trauma informed principles, and inclusive practice at the heart 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 Gospel values of the school
- Outline consistent expectations and consequences for behaviour
- Provide a consistent approach to behaviour management that is applied fairly, supportively, and reflectively 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 2023Keeping Children Safe in Education 2026
- HYPERLINK "https://www.gov.uk/government/publications/school-exclusion" Suspension and permanent exclusion from maintained schools, academies and pupil referral units 2023
- Restrictive interventions, including the use of reasonable force, in schools (DfE guidance, effective from 1 April 2026)Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Special Educational Needs and Disability (SEND) Code of PracticeMobile phones in schools: statutory guidance 2026

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance, which explains that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Catholic Values

Our Catholic ethos is at the heart of everything we do. We are a community of love, ambition, joy and peace. We model the teachings of Jesus and expect children to:

- Follow in His footsteps

- Treat others as they wish to be treated

- Be compassionate, forgiving, and fair

We are a school that welcomes everyone as unique children of God. As a trauma-informed and inclusive school, we recognise that behaviour is a form of communication and that all children need to feel safe, seen, and supported in order to thrive.

Our Mission

Adult Version

We are a Roman Catholic Community committed to:

* Mutual respect, positive encouragement and participation.

* Recognising the different personal and educational needs of all pupils.

* The delivery of the full national curriculum together with a religious education syllabus approved by the Catholic Church.

* The highest standards of teaching, learning and performance.

* Maintaining a supportive partnership with parents, the parish, and the wider community.

* The professional development of all staff.

Children's Version

We are a loving and welcoming Catholic school are one big family.

We follow in Jesus' footsteps and treat one another as we wish to be treated.

We always try our best and support each other to make the right decisions.

We are unique and we celebrate our differences - everybody matters.

Vision

Our vision for our learning centered school is one where…

Each child realises their self-worth, their value, and their gifts, to enable them to fulfil their true potential.

Where the spirit of Christ pervades all aspects of school life, uniting everyone in a learning community of justice and love.

A place where habits of self-discipline and thoughtful behaviour drive the care for one another, so that they find personal security in belonging, as they develop their understanding and respect for other races, religions and ways of life.

Where learners are secure in relevant knowledge, skills understanding and values that enable them to lead meaningful lives, engaging in society with commitment, responsibility and enjoyment.

Where a welcoming environment is underpinned by personal safety and healthiness for everyone.

Where parents are assisted in their role as Catholic Educators to extend and enhance their children's experience and participation in the liturgy and sacramental life of the Catholic Church.

Where learners are secure in relevant knowledge, skills understanding and values that enable them to lead meaningful lives, engaging in society with commitment, responsibility and enjoyment.

4. Definitions

Misbehaviour is defined as:

- Disruption in lessons, around the school, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - 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)

5. Bullying

We are a telling school. Bullying or discrimination of any kind will not be tolerated. Children know that:

- It is always right to tell
- Adults will listen, act, and keep them safe

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can happen face-to-face or online and may involve an imbalance of power.

Bullying may be:

- Deliberately hurtful, physically or emotionally
- Repeated over time, although a single serious incident will still be addressed appropriately
- Difficult for the person being targeted to defend themselves against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or devices. This includes harmful images, audio, video or written content, including content created, manipulated or shared using artificial intelligence (AI), such as deepfakes or synthetic content.

5.1 Child-on-child abuse

All staff recognise that children can abuse other children and that child-on-child abuse can happen inside or outside school and online. It must never be dismissed as "banter", "just having a laugh", "part of growing up" or otherwise normalised.

Child-on-child abuse may include bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse in intimate personal relationships between children; physical abuse; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; upskirting; and initiation or hazing-type violence and rituals.

Online and technology-facilitated abuse can include harassment, threats, coercion, impersonation and the creation, manipulation or sharing of harmful content, including content generated or altered using artificial intelligence (AI), such as deepfakes or synthetic sexual content.

Any concern or allegation of child-on-child abuse will be taken seriously and responded to in accordance with the Trust's Child Protection and Safeguarding Policy and Keeping Children Safe in Education 2026. The school will consider the needs and safety of all children involved, including the child who has experienced the abuse and the child or children alleged to have caused harm.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The local governance committee

The local governing body of each school is responsible for:

- monitoring the effectiveness of the school's behaviour policy and
- holding the Headteacher to account for its consistent implementation.

6.2 The Headteacher

The Headteacher is responsible for:

- Developing, reviewing and approving this behaviour policy and ensuring that it:
    - Provides a consistent approach to behaviour management
    - Defines what the school considers to be unacceptable behaviour, including bullying in the school as well as online
    - Outlines how pupils are expected to behave in general, as well as promoting their good behaviour for learning
    - Summarises the roles and responsibilities of different people in the school community with regards to behaviour management
    - Outlines the school's system of rewards and sanctions
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the 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 staff, 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 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)

6.3 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
- Challenging pupils to meet the school's expectations

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

6.4 Parents and carers

Parents and carers are expected to:

- 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.

6.5 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 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 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 arrive mid-year.

7. School behaviour curriculum

We follow a simple, clear behaviour structure across the school:

****Ready, Respectful, Safe****

These three words underpin our expectations and are visible across the school. They are taught explicitly and referenced in all behaviour conversations, assemblies, and routines.

Children are taught:

Ready – to learn, to listen, to engage

Respectful – of adults, peers, the environment and themselves

Safe – in their actions, words, and choices, both online and offline

Staff model these behaviours, praise them, and use them to frame discussions around conduct.

We also teach behaviour proactively through:

- Zones of Regulation and emotion coaching
- Visual timetables and routines
- Consistent adult responses
- “Proud walking” in corridors – calm, focused movement

In Early Years, behaviour teaching is embedded through co-regulation, modelling, and supported play.

Whole School Expectations

We expect children 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 children to learn
- Follow instructions first time
- Use kind hands, feet and words
- Walk calmly and safely around school
- Take responsibility for their actions
- Try their best and show resilience
- Care for our environment – treat the school buildings and school property with respect
- Wear the correct school uniform at all times
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

All staff uphold these expectations consistently, and behaviour is supported through strong routines, positive relationships, and restorative conversations. Every morning, class teachers meet and welcome children at the classroom door to provide a calm and positive start to the day. This is also in place at the start of the afternoon learning.

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

Teaching Behaviour

Behaviour is taught, just like reading or maths. At St Thomas:

- Expectations are made clear and reinforced regularly
- Routines are practised and revisited
- Adults narrate the behaviour they want to see
- Positive behaviour is reinforced through praise, incentives, and recognition

We use reflection and feedback to help children understand how to improve their behaviour and make better choices. As a trauma-informed school, we prioritise relational approaches and consider children's lived experiences and emotional regulation needs in every interaction.

Rewards

Children are recognised for demonstrating our values and expectations. Rewards include:

- Verbal praise
- Castle points
- "Caught being good" notes home/messages via ClassDojo
- Star of the week/certificates
- Stickers
- Celebration assemblies
- Headteacher awards

Recognition is specific, sincere and linked to behaviour choices, effort and contribution to the school community.

Responding to Behaviour

All staff follow a consistent graduated response to behaviour, tailored to the child's needs and circumstances. The class teacher is always the first adult to address and support behaviour concerns. When further reflection or support is needed, a member of the Senior Leadership Team (SLT) may become involved to guide restorative or reflective next steps.

Low-Level Behaviour

Low-level behaviours may include:

- Calling out in class
- Distracting others
- Not following instructions first time
- Chatting during learning time
- Fidgeting or being out of seat without reason
- Not lining up appropriately
- Mild defiance or eye-rolling
- Ignoring non-verbal cues

These behaviours are addressed early using trauma-informed strategies. Staff aim to correct without confrontation and support the child in regaining focus.

- Reminder of expectations (Ready, Respectful, Safe)
- Visual cue or non-verbal signal
- De-escalation language
- Time-out or thinking space in class
- Restorative conversation with adult

Repeated or More Serious Behaviour

- Exit to another class
- Discussion with SLT or pastoral lead
- Home contact
- Behaviour reflection or restorative meeting
- Personalised plan or behaviour report

All responses are underpinned by a trauma-informed lens. Staff consider what lies beneath the behaviour, and how best to support the child's regulation and wellbeing.

7.1 Mobile phones

The school's approach to mobile phones is set out in the school's Mobile Phone Policy and reflects current statutory DfE guidance.

Children are not allowed to have phones at school. Older children who walk to/from school and use a phone for this must leave their phones in the school office at the start of the day and collect them at the end of the day. Phones must be switched off until off site.

8. Responding to behaviour

Staff Flowchart for Behaviour Response

- **Initial Concern**: Low-level behaviour observed
- **Step 1**: Non-verbal or verbal reminder (Ready, Respectful, Safe)
- **Step 2**: Supportive check-in, quiet reminder, time-out if needed
- **Step 3**: Restorative conversation with child, logged on CPOMS if necessary
- **Step 4**: If repeated or more serious – escalate to SLT, involve parent, create plan if needed

Staff use discretion to adapt responses to the individual context and child's needs.

All behaviour incidents requiring follow-up or concern should be logged on CPOMS, particularly where they involve safeguarding implications, repeated behaviours, or patterns that may need further monitoring or support.

8.1 Classroom management

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

They will:

- 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

8.2 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.

8.3 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
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as prefect status or being entrusted with a particular decision or project
- Whole-class or year group rewards, such as a popular activity

8.4 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 sanctions in the future.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Sending the pupil out of the class to a specific location
- Setting of written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Putting a pupil 'on report'
- 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.

8.5 Restrictive interventions, including the use of reasonable force

Restrictive interventions are actions that restrict a pupil's movement or liberty. The school will seek to minimise their use through positive relationships, prevention, de-escalation, reasonable adjustments and individual planning. Reasonable force may be used only where it is lawful, necessary and proportionate, including to prevent a pupil from:

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

Any use of reasonable force or other restrictive intervention must:

- Be used only when necessary, after preventative and de-escalation approaches have been considered or attempted where circumstances allow
- Use no more force than is necessary and for no longer than is necessary
- Be carried out in a way that protects the safety, dignity and wellbeing of everyone involved
- Never be used to punish, cause pain, humiliate or degrade a pupil
- Be recorded and reported in accordance with current statutory guidance, including the requirements for significant incidents, and communicated to parents/carers as required

When considering or using a restrictive intervention, staff will take account of the pupil's age, circumstances and known vulnerabilities, including SEND, mental health needs, communication needs, trauma and medical conditions. Individual plans and reasonable adjustments will be followed where relevant.

Further detail is set out in the school's Physical Intervention Policy. The school will review and monitor incidents to reduce the need for restrictive interventions and improve practice.

8.6 Searching 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 4) 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 4, 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/trays
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 4) 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 4), 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 in section 8.6 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. Appendix 2 sets out the procedures that must be followed regarding strip searches.

8.7 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).

8.8 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.

8.9 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, a member of the SLT 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.

8.10 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.

8.11 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.

9. Serious sanctions

9.1 Detention

Pupils can be issued with detentions during break or lunchtimes, this involves talking to the headteacher or member of the SLT to discuss their behaviour and losing breaktimes as a consequence of the choices made. 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

9.2 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 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 headteacher.

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 the pupils successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child has been removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class. Staff will record all incidents of removal from the classroom in the behaviour log on CPOMS, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

9.3 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.

Please refer to the Trust's behaviour, suspensions and exclusions policy for more information.

10. Responding to misbehaviour from pupils with SEND

10.1 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

We recognise that some behaviours arise from unmet needs, communication difficulties, or trauma. All staff:

- Understand that behaviour is communication
- Make reasonable adjustments
- Seek to identify triggers and offer proactive support
- Liaise with the SENCO and external agencies (e.g. Marlborough Outreach Team)

Where appropriate, children may have:

- A sensory diet or regulation plan
- Access to a safe space
- A visual timetable or social story
- A personalised behaviour plan or risk assessment
- Adjusted seating plans to meet needs
- Short planned movement breaks
- Adjusted uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as asthma
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

10.2 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.

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

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

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

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

10.4 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 contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

11. Supporting pupils following a sanction

The school will support all children following a sanction to learn from their behaviour and settle back into a safe learning environment where the rules are respected and relationships are key.

12. Pupil transition

12.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by explicitly teaching the behaviour curriculum and modelling behaviour expectations.

In Nursery and Reception:

- We use visuals (e.g. green face, proud cloud, rainbow/star)
- Behaviour is managed positively through modelling and support
- Restorative conversations happen at the child's level
- Regulation and empathy are taught through stories and play

We understand that our youngest children may need additional co-regulation, gentle redirection, and patient repetition. We use developmentally appropriate strategies and celebrate small steps of progress.

12.2 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 will be transferred to relevant staff at the start of the term or year and teachers have access to their class' individual records on CPOMS.

13. Training

To ensure consistency and confidence in behaviour management, all staff receive regular training on:

- Using trauma-informed and relational approaches
- Understanding attachment and emotional regulation
- Responding to low-level and high-level behaviours
- Positive language and de-escalation
- The use of restorative conversations
- Logging incidents and analysing behaviour data

New staff receive induction and mentoring. CPD needs are reviewed termly based on behaviour trends and feedback.

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

- De-escalation and positive handling
- 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.

14. Monitoring arrangements

14.1 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, local governance committee members and other stakeholders (via anonymous surveys)

The data will be analysed three times per year by the headteacher and presented to the local governance committee for monitoring.

Behaviour data is monitored termly to ensure:

- Fair and consistent application
- Identification of patterns or disproportionality
- Informing staff training and support

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.

The Trust will work with its schools to consider this data, and whether there are patterns across the Trust, recognising that numbers in any one school are often too low to allow for meaningful statistical analysis.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Trust Behaviour, Suspensions and Exclusions policy
- Child protection and safeguarding policy

- Physical intervention policy
- Anti-bullying strategy/policy
- SEND policy and information report
- Mobile phone policy

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
- Violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2 - Strip searches procedure

The authorised member of staff's power to search outlined in section 8.6 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.