

Behaviour Policy



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Status & Review Cycle: Statutory, Annual
Next Review Date: September 2027 (or when guidance is updated)



The Vision of Tandridge Learning Trust

At Tandridge Learning Trust, our vision is to empower every learner to excel and flourish within a culture of inclusion and the highest aspiration. We will consistently place the needs of our learners at the heart of every decision we make whilst working tirelessly to reduce educational inequality and achieve outstanding outcomes for every individual.

We all work to:

- Understand the impact of emotions and feelings on actions and choices
- Understand the importance of positive relationships, both in school and outside of school
- Understand how to establish such positive relationships and make positive choices in school and beyond, and to make positive life choices
- Share a common understanding and framework in which to do this

We take a restorative approach to all practice, including behaviour. This is underpinned by the belief that:

- All behaviour is a form of communication and is driven by an emotion or feeling
- Everyone connected to our schools - be they child, parent, or staff - has a right to be safe, to flourish and to be treated with respect
- All behaviour choices have a consequence
- Every child's needs are unique and, therefore, we ensure a consistent yet flexible response is taken to behaviour choices
- Regulated emotions are essential for a regulated response - adults have a responsibility to model, guide and support the behaviour expected of the children in their care
- While mistakes are part of the learning process, owning our behaviour is an important part of building character, developing responsibility, and increasing self-esteem; we therefore ensure that open and transparent discussions are held about the factors that can affect behaviour responses, such as trauma, SEND and other environmental factors

1. Aims and Principles

Behaviour expectations are explicitly taught, practised, revisited and modelled through assemblies, PSHE, restorative conversations, classroom routines and daily interactions.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

This policy is underpinned by the following 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, consequences 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 are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

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

School Values

Our School Values support our motto of '**Aim High, Achieve More**':



Our School Rules support our school values:

I am safe
I use kind words and actions
I try my best
I look after my school and environment

2. Legislation, statutory requirements and statutory guidance

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

In addition, this policy is based on:

- [Behaviour in schools - GOV.UK- advice for head teachers and school staff 2024](#)
- [Searching, screening and confiscation in schools - GOV.UK 2023](#)
- [The Equality Act 2010](#)
- [Keeping children safe in education - GOV.UK 2025](#)
- [School suspensions and permanent exclusions - GOV.UK](#)
- [Use of reasonable force in schools - GOV.UK 2025](#)
- [Supporting pupils with medical conditions at school](#)
- [SEND code of practice: 0 to 25 years - GOV.UK 2024](#)

- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- 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](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of 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 (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited 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)

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against eg an imbalance of power

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting, abuse in intimate relationships, coercive behaviour, hazing/initiation (involving harassment, abuse, or humiliation used to welcome new members into a group)
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) misogyny and misandry
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

How the school will prevent bullying

This will be done both explicitly through our curriculum and behaviour management and implicitly through creating a respectful and caring environment, including:

- PSHE curriculum delivered weekly
- RSE curriculum
- Online Safety sessions weekly
- Clarity around behaviour expectations, safeguarding and how to report concerns for all
- School Council for a robust Pupil Voice
- Termly Pupil Voice audits and evaluations

- Using the Zones of Regulation across the school
- Using Restorative Practice across the school
- Weekly Values assemblies
- Class agreements
- Role modelling by adults

How pupils, parents/carers and staff can report incidents of bullying

Any concerns regarding bullying must be reported as soon as possible to either the class teacher or a member of SLT via the school office email. All concerns raised using the word 'bullying' will be recorded on CPOMs and fully investigated.

How the school investigates allegations of bullying

An investigation into potential bullying will always include:

- Speaking to the children involved and asking what happened and the impact from their point of view
- Speaking to any other children and adults present and asking what happened from their point of view
- A judgement regarding the outcome
- Next Steps

For a range of reasons, it can be challenging to find out with any degree of confidence, exactly what happened during an incident. Children can disagree, deny, falsely accuse and have different interpretations regarding intent. Where this is the case and there are witnesses, weight will be given to what those witnesses report. Where this is the case and there are no witnesses, it may not be possible to come to a judgement. The investigation will be recorded as such. Where there is a body of evidence indicating a high likelihood that bullying has occurred, the Headteacher may decide to act accordingly.

How the school will react to bullying that occurs off school premises or online

Where there are reported incidents of bullying off school premises, including online it is the parents'/carers' joint responsibility with the school to manage the situation. School staff will support parents in addressing behaviour both of perpetrator and target. This will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings
- A restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- Support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it; understanding the law regarding the use of software, sites and malicious communications

Where parents do not engage in addressing these issues, the school may make a referral for support from Children's Services. Non-engagement may include allowing children to access age-inappropriate sites; not supervising on-line or out of hours activity effectively; not working with the school to address the concerns.

How the school records, analyses and monitors incidents of bullying

All concerns raised using the word 'bullying' are recorded on CPOMS and investigated by a member of SLT. A record is kept on CPOMS which is analysed regularly for possible trends in terms of areas of the school, vulnerable groups and individuals, effectiveness of our strategy.

If the incident meets the school threshold for a bullying incident i.e.

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for the target to defend against e.g. an imbalance of power

It will be recorded as such and appropriate next steps agreed with parents/carers and the children.

If the incident does not meet the threshold of bullying it will be recorded as such and next steps agreed with the children. Parents will be informed.

How the school supports pupils who have been bullied, and those vulnerable to bullying

Next Steps will focus on:

- Ensuring all children feel safe to be in school – this may mean children being separated for a period of time; adjustments made to timetables and groupings;
- a restorative approach – this will include an apology; agreed restorative actions; reflection to understand why the incident occurred and how it can be prevented from occurring again
- support and intervention to address any underlying issues that could lead to repeated incidents – this could be managing emotions such as anger; improving assertiveness and or self-esteem; work to address power imbalance; education for bystanders to understand the importance of speaking up and how to do it

How the school trains staff and governors in preventing and handling bullying

September Safeguarding and Child Protection training with a top up in the spring term
Clarity around all relevant policies – where they are, what they say and what the processes are

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- 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 consequences 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 any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and 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 on CPOMS
- Challenging pupils to meet the school's expectations
- Recognise escalation
- Use de-escalation strategies
- Model emotional regulation
- Reduce the need for restrictive intervention

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines

- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

Pupils will contribute to evaluating the school's behaviour culture through pupil voice activities.

Extra support and induction will be provided for pupils who arrive to the school in the middle of the school year (in-year admissions).

6. School behaviour curriculum

The school aims to create a culture of excellent behaviour for all.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn
- Show respect to each other and members of staff
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

We have our own mobile phone policy – please read this for more information about mobile phones at Tatsfield Primary School.

Creating a Safe, Calm and Focused School Environment

From September 2026, our school will become a smartphone free environment for pupils. This reflects national guidance (DfE, 2024 and Jan 2026) and growing evidence that smartphones can distract children, affect wellbeing, and create safeguarding concerns in schools (UNESCO, 2023). The Department for Education (DfE) has published revised guidance on the pupil use of mobile phones in schools which comes alongside the government's announcement that from April 2026, schools are 'expected to be mobile phone-free environments.' In addition, the DfE has launched a consultation aimed at mapping out next steps to 'boost children's wellbeing online' and ensure they develop a 'healthy relationship' with smartphones and social media.

Key points at a glance:

- Pupils are not allowed smartphones and smart watches in school.
- Only basic “brick phones” (calls and texts only) may be brought into school — and only by pupils who walk/travel via public transport to and from school without an adult.
- All phones must be switched off before entering the school site at the gate.
- Phones must be handed in on arrival and will be stored securely until home time in the school office.
- Any child using, showing, or turning on a phone during the school day will have it kept by the school until collected by a parent/carer.
- Exceptions will only apply to agreed medical or safeguarding plans.

7. Responding to behaviour**7.1 Classroom management**

Teaching and support staff are responsible for setting the tone for and context for positive behaviour within the school. All staff will model what is expected of pupils at all times.

They will:

- Support and promote an inclusive approach for all pupils
- Create and maintain a stimulating environment that encourages pupils to be engaged
- Teach, model and support the behaviour curriculum and their own classroom rules/a class charter that all children agree to
- Develop a positive relationship with all pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

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

Behaviour changes may be linked to

- significant harm
- vulnerable household circumstances
- young carers
- looked-after children

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Responding to good conduct

When a pupil's conduct meets or goes above and beyond the expected 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 or written praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Certificates, stickers, prize ceremonies and special assemblies
- Positions of responsibility or being trusted with a particular decision or project
- House points
- Star of the Day
- Headteacher awards
- Whole-class rewards, such as a popular activity

7.4 Responding to unwanted conduct

When a pupil's conduct 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 misconduct that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that unwanted behaviour 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 addressing unwanted behaviour, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

When addressing unwanted behaviour, the context of the incident and understanding all pupil viewpoints is taken into account.

These lists are examples and not exhaustive:

Misbehaviour (minor incidents) is defined as	Serious misbehaviour (serious incidents) is defined as
Sanctions - Level 1-4	Sanctions - Level 5-7
○ Disruption in lessons, in assembly or on school trips ○ Disruption in corridors ○ Disruption at break and lunchtimes ○ Non-completion of classwork (or homework in some cases for pupils in UKS2) ○ Unkind word/phrase (not repeated) ○ Poor attitude to others (children and adults)	○ Repeated breaches of the school rules ○ Any form of bullying (see Anti-Bullying Strategy) ○ Threatening language or threatening behaviour ○ Dangerous behaviour that puts themselves or others in danger or affects the safe running of the school ○ Sexually harmful behaviour ○ 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 This can include serious behaviour outside of school.
	Possession of any prohibited 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)

Where behaviour falls below the school's rules and expectations, these sanctions are generally followed in order. A serious breach of the school rules may result in moving straight to level 3, 4, 5 or 6.

Level 1 Minor incident	- Pupil is given a verbal warning of what is not acceptable and why it is not acceptable – referring to the school rules - At the second incident, a second warning is given (visual reminders may be used)
Level 2 Minor incident	- If a further warning is given, the pupil may be asked to sit somewhere quietly in the classroom (staff should have a conversation with the pupil to explain why the behaviour is unacceptable/impacting on learning) - Playtime/lunchtime might be shortened
Level 3 Minor incident	- Pupil moves to a partner class or somewhere else safe in the school (they should take their work with them for a short period of time and complete this) - Restorative questions to be asked by adult in class (EY, Y1-Y3 or pupils with additional needs) restorative questions sheet could be completed by Y4-6 pupils (appendix I) - Playtime/lunchtime might be shortened - The class teacher will contact parents to update them
Level 4 Minor incident	- Pupil is sent to the Deputy Headteacher or SENDCo - Restorative questions to be asked/completed - The Deputy Headteacher or SENDCo to contact parents - Behaviour targets/plan may be written - STAR chart may be put in place - Temporary removal of responsibilities (eg School Council or Junior Leadership Team)
Level 5 Serious incident or regular minor incidents without improvement	- The Deputy Headteacher/Headteacher to contact parents and a level 5 letter may be written - An internal suspension may be issued - An individual support plan or risk assessment may be written - Temporary or permanent removal of responsibilities (eg School Council or Junior Leadership Team) - Where patterns of behaviour may be occurring, or there is a serious breach of the school rules, individual support may be offered to the pupil. This could include: - support within school (eg pastoral support) - support from professionals out of school (eg therapeutic support, Educational Psychologist support)
Level 6 Serious incident	External suspension (see Exclusions and Suspensions Policy for more information)
Level 7 Serious incident	Permanent exclusion (see Exclusions and Suspensions Policy for more information)

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.

7.5 Restrictive Interventions (including Reasonable Force)

Tatsfield Primary School is committed to preventing the need for restrictive interventions through positive relationships, restorative practice, co-regulation, de-escalation and proactive support. Restrictive interventions will only ever be used where there is an immediate risk of harm and when all appropriate preventative strategies have been unsuccessful or would clearly be inappropriate.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

Then include subsections for

- Prevention and de-escalation
- Reasonable force
- Seclusion unless in an emergency)
- Recording
- Reporting to parents
- Post-incident support

When considering restrictive interventions, staff will recognise hidden stressors and vulnerabilities, including trauma, bereavement, being a young carer, care experience, neurodiversity and adverse childhood experiences, SEND, mental health needs or medical conditions. ensuring responses remain both supportive and proportionate.

7.6 Confiscation and searching

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact either the Headteacher, Deputy Headteacher or SENDCo 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. Unless there is an immediate safeguarding concern, parents or carers will be contacted to agree next steps.

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

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

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

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one 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, Children's Services' advice will be sought to advise if 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 and a parent or carer, 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 if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.7 Off-site misbehaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school. This misconduct is 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

Consequences 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

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

7.8 Online unwanted behaviour

The school can issue behaviour consequences to pupils for online misconduct when:

- It poses a safeguarding concern
- 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

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

7.8 Online misbehaviour

Any online misconduct that is not possible for the school to manage i.e. done at home, will be referred back to home to be addressed. The school consider parents and carers to be responsible for what their children are accessing online and how their children conduct themselves online whilst not in school. The school will support parents with advice in terms of what is acceptable/not acceptable and how to manage device use at home. In addition, the school can issue consequences to reinforce the child's understanding of the how the online world is not separate. Where parents choose not to, or unable to manage unwanted online behaviour a referral will be made for external support via Children's Services.

The school can issue behaviour consequences 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

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

7.9 Suspected criminal behaviour

The age for criminal responsibility in England is 10. [Youth crime | The Crown Prosecution Service \(cps.gov.uk\)](#)

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

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

If a decision is made to report the matter to the police, the Head Teacher 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 consequences, as long as it does not conflict with police action.

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

7.10 Zero-tolerance approach to Harmful Sexual Behaviour

Sexual harassment and/or sexual violence is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive. HSB can occur online and/or face to face, and can also occur simultaneously between the two.

The school will ensure that all incidents of Sexual harassment and/or sexual violence are met with a suitable response, and never ignored. To determine whether behaviour is developmentally inappropriate or not all responses will be guided by the Brooks Traffic Light tool.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our Child Protection and Safeguarding Policy for more information.

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Detention/Missing Breaks

Pupils can be issued with detentions/missing break during break during term time.

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

When imposing this sanction, the school will consider whether doing so would:

- Compromise the pupil's safety
- Affect the child's learning time in class
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time and taken to continue their learning in another area of the school. Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious consequence 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 either a member of the support staff/teacher/SLT/SENDCo. The length of time away from the classroom will be discussed with the parent.

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 appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

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

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with a member of the pastoral team
- Working with support staff/teaching assistants
- Behaviour plans
- De-escalation plans/risk assessments
- Multi-agency assessment
- Alternative provision/Pupil support units

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

8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

9. Responding to misconduct from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with pupils with SEND misconduct, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

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

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

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

Approaches may include:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (for example Nurture Room) where pupils can regulate their emotions during a moment of sensory overload

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence 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 questions is 'yes', it may be unlawful for the school to consequence the pupil for the behaviour.

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

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

The school's Special Educational Needs Co-ordinator (SENDCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

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

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

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

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

Support for children with additional needs and or disabilities - Surrey County Council
(surreycc.gov.uk)

10. Supporting pupils following a consequence

Following a consequence, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This could include measures like:

- Reintegration meetings
- Daily contact with a member of the pastoral team
- A report card with personalised behaviour goals

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- School expectations for behaviour
- Where to access support
- The needs of the pupils at the school
- How SEND and mental health needs can impact behaviour

- Positive Touch Training/ the proper use of restraint, if appropriate

Supporting pupil behaviour will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors and other stakeholders (via anonymous surveys)

The data will be analysed every half term by the Senior Leadership Team. 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:
 - SEND
 - PP
 - Gender
 - Ethnicity
 - Looked After Children
 - Young Carers
 - EAL
 - Attendance

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and Local Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Board of Trustees.

14. Links with other policies and documents

This behaviour policy is linked to the following policies

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Strategy
- Restrictive Interventions Policy
- Restorative Practice procedures

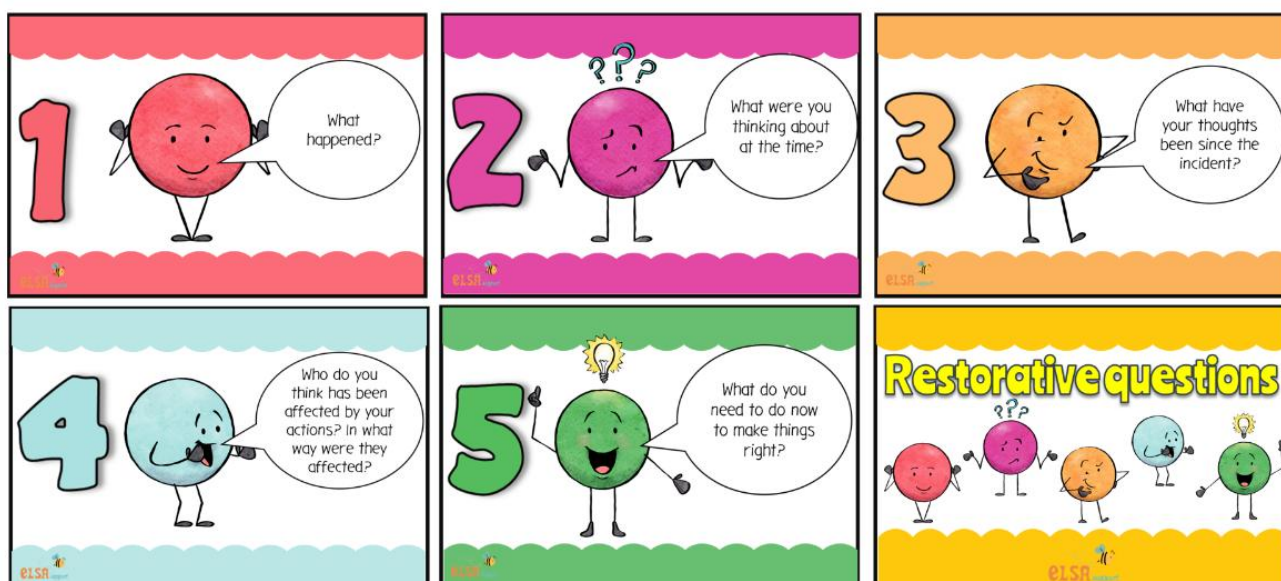


APPENDIX I – RESTORATIVE QUESTIONS

Our approach is restorative rather than retributive.

Using the language of reflection encourages self-control and restoration of relationships. We use the following questions:

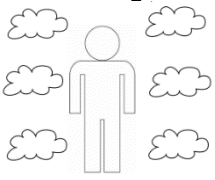
What happened?	Empowers the individual to share their perspective on the event.
Who was affected and how?	Encourages the individual to reflect on the wider impact of their actions.
What can we do to put it right?	Ensures support in a restorative action.



- We use a school 'Restorative Sheet' template for use with pupils. A template is on page 26 of this policy.
- This template is based on Mark Finnis' Restorative Practice approach.
- These questions can be discussed with pupils with a member of staff, and/or completed by pupils themselves.
- A scanned copy of the sheet can be saved as part of the recording of the behaviour incident



Restorative Sheet

Name	Class	Date
What happened?		
What were you thinking about at the time? 		
What were you feeling?		
Who do you think has been affected by your actions? 		
What needs to happen next/now?		
Is there anything else you'd like us to know?		

I am safe
I use kind words and actions
I try my best
I look after my school and environment

Appendix 2: Zones of Regulation

<https://zonesofregulation.com/book.html>

The Zones of Regulation is a framework for teaching strategies for emotional and sensory regulation. Rooted in cognitive therapy, the Zones approach uses four colours to help identify feelings in the moment given the emotions and level of alertness as well as a guide to strategies to support regulating these emotions. By understanding how to recognise body signals, detect triggers, read social context and consider how behaviour impacts on others, improvements in emotional control can be learned.

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated, euphoric, or experiencing anger or rage, explosive behaviour, devastation or terror. This will look different for each child and fall into one of the known responses to danger of Fight, Flight or Freeze. Children may lash out, run or shut down. At this point children are usually unable to process instructions or understand a sense of control.

The Yellow Zone describes when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone. In the Yellow Zone we may need to take action to regulate to manage our energy and feelings as they get stronger.

The Green Zone is used to describe a calm state of alertness, where the individual is ready and able to socialise and learn. Feelings may be described as happy, focused, content. This is when optimal learning occurs.

The Blue Zone is used to describe low states of mind, such as feeling sad, tired, sick or bored.

All of the Zones are natural to experience, but the framework focuses on teaching how to recognise and manage their zone, removing punitive elements.

Things you will hear in our school:

'It's ok to feel angry, we all do at times. It's not ok to be unkind or hurt someone. What strategy could you use to regulate your anger?'

'You seem a little upset/anxious/unsettled today. Is there anything you want to talk about? What strategy do you think could help you regulate and feel ready to work/play?'

'I can see you are very upset/angry/unsettled so I am going to leave you to regulate and we will talk in a little while.'