Windrush Valley Prep School and Nursery

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Policy Documents Annual Review Record

Citation	This document shall be cited as: **Behaviour Management Policy** and linked to the following documents: Anti-Bullying Policy Safeguarding Policy Restrictive Interventions, including use of reasonable force, in schools Online Safety Policy Attendance Policy Admissions & Attendance Register Complaints Policy Code of Conduct House Reward System – WINDRUSH360 School Rules- 'Golden Rules' Discipline, Exclusions and Required Removal Policy; Equal Opportunities Policy SEND Policy Staff Handbook Data Protection Policy Positive Handling Policy
Regulatory standard	
Person responsible	Headteacher
Comments to	Headteacher
Last reviewed/updated	September 2026
To be reviewed/updated	September 2027
Reason for review/update	Annual review- Updated guidance
Person reviewing/updating	Headteacher
Source/author	Lucy Maudsley Amanda Douglas
Implementation	Immediate and on-going
Governor's review	T Mullins September 2026

Behaviour Management Policy

INTRODUCTION

At Windrush Valley Prep School and Nursery ("the School") our community is based upon respect, good manners and fair play. The School aims to encourage pupils to adopt the highest standards of behaviour, principles, and moral standards and to respect the ethos of the School. Promoting the emotional well-being of all of our pupils is key to their development.

We aim to teach trust and mutual respect for everyone. We believe that good relations, good manners, and a safe and secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become life-long learners. We aim to develop qualities of teamwork and leadership through our extensive programme of extra-curricular activities.

The School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take their place in the modern world.

This policy applies to all pupils in the School including those in the Early Years Foundation Stage (EYFS).

WHOLE-SCHOOL APPROACH TO BEHAVIOUR

The School ensures that high standards and expectations of good behaviour pervade all aspects of school life including the culture, ethos, and values of the School, how pupils are taught and encouraged to behave, the response to misbehaviour and the relationships between staff, pupils and parents.

Everyone should treat one another with dignity, kindness and respect. The consistent and fair implementation of the measures outlined in this policy is central to an effective whole-school approach to behaviour. The School believes that consistent implementation helps to create a predictable environment.

The School recognises that some pupils may require additional support to meet the School's behaviour expectations. This support will be given consistently and predictably, applied fairly and only where necessary.

The School believes that positive behaviour is established through creating an environment where good conduct is more likely and poor conduct less likely. This behaviour is taught to all pupils, so that they understand what behaviour is expected and encouraged and what is prohibited. The School positively reinforces when expectations are met, and uses sanctions as required where rules are broken. Positive reinforcement and sanctions are both important and necessary to support the whole-school culture.

The School sees education as a partnership. Our staff are committed to excellence, aiming to achieve a spirit of trust and co-operation. We expect the highest values and standards of behaviour inside and outside the classroom, as well as outside the School and in any written or electronic communication concerning the School. Parents are expected to support the School in managing expectations of behaviour and the provisions of this policy, both at home and at School.

We expect pupils to treat members of staff with courtesy and cooperation so that they can learn in a relaxed but orderly atmosphere, and to respond positively to the opportunities and demands of school life. They should follow the School Rules and understand what is expected of them and why sanctions may be imposed for inconsiderate behaviour.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the School's Attendance Policy. They should care for the buildings, equipment, and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole School community. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

Everyone has a right to feel secure and to be treated with dignity and respect at the School, particularly the vulnerable. Harassment, bullying and physical threats or abuse in any form will not be tolerated, including online, or outside of school. Our Anti-Bullying Policy is on our website.

The School is strongly committed to promoting equal opportunities for all, regardless of race, religion, culture, sex, gender, sexual orientation, special educational needs, disability or learning difficulty, marital status, pregnancy and maternity, or the fact that a pupil is adopted, looked after or is a carer.

The School reserves the right to take disciplinary action against pupils who are found to have deliberately invented or made malicious accusations, whether against other pupils, staff or other individuals. Any such decision will follow a full safeguarding assessment; a concern raised in good faith will not be treated as malicious simply because it cannot be substantiated.

All pupils deserve to learn in an environment that is calm, safe, and supportive. The School promotes an ethos of good behaviour where pupils treat each other with dignity, kindness and respect at all times, inside and outside of School, and online.

Our experience shows that the ethos of the School is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in assemblies, PSHE lessons, RSE lessons, lesson discussions, stories and literature and via the School Council and Pupil Voice sessions, which meet regularly. Pupils are encouraged to provide feedback on the School's behaviour culture and their own experiences of behaviour.

The School supports all pupils as they transition through the School, from the day they start at the School to the day they leave, to achieve the behaviour standards. The School will ensure that all new pupils are aware of the School's behaviour standards, expectations, pastoral support and consequence process 'Ladder of Sanctions'.

All pupils are taught that they have a duty to follow the school behaviour policy, uphold the school rules and contribute to the school culture. Where necessary, extra support and induction will be provided for pupils who are mid-term or academic year arrivals.

INVOLVEMENT OF PARENTS AND GUARDIANS

The role of Parents and Guardians is crucial to the School developing and maintaining good behaviour. Parents and Guardians who accept a place for their child at the School undertake to uphold the School's policies and regulations, including this policy, when they sign the Offer Acceptance Form.

The School values a close relationship with parents and encourages parents to work in partnership with the School to assist in maintaining high standards of behaviour both inside and outside of School. In particular, the School expects parents to support the School's values in matters such as attendance and punctuality, behaviour and conduct, uniform/dress and appearance, standards of academic work, extra-curricular activities, and homework. The School encourages parents to be familiar with this policy and to reinforce the policy at home where appropriate.

In the event of any behaviour management issue the School will liaise closely with parents where practical and, if relevant, other support agencies including Early Help, LCSS or if it is of a serious nature, MASH. The School has a number of support systems in place to meet the needs of all pupils. These include: A Ladder of Sanctions, A Behaviour Report, An Individual Behaviour Plan or 1:1 support with the class teacher or HT or DHT.

The School welcomes feedback from parents on the effectiveness of our behaviour management measures and all other aspects of this policy. Where a parent or guardian has a concern about the management of behaviour, they should raise this directly with the School while continuing to work in partnership with them.

UNEXPLAINED ABSENCES

We will always telephone parents on the first day of an unexplained absence to determine the pupil's whereabouts, in accordance with the School's safeguarding obligations, and the School's Missing Child Policy.

SCHOOL RULES

The Rules are designed to encourage positive behaviour and self-discipline. The 'Golden Rules' are set out below:

- I will respect others' ideas and belongings
- I will act with kindness
- I will be polite
- I will be honest
- I will always try my best- inside and outside the classroom
- I will take responsibility for my actions
- I will wear the correct uniform and have all the items I require
- I will help keep the school a welcoming and safe place to enjoy

Copies of the School Rules can be found in all classrooms. Parents and Guardians agree, when signing the Offer Acceptance Form, that their child will comply with the School Rules and that they will undertake to support the authority of the Headteacher in enforcing the School Rules in a fair manner that is designed to safeguard the welfare of the School community as a whole.

PROMOTING GOOD BEHAVIOUR

The School believes that acknowledging good behaviour encourages repetition and communicates the School's expectations and values to all pupils. Positive reinforcements and rewards are applied clearly and fairly to reinforce the routines, expectations and norms of the School's behaviour culture.

At the School we reward and encourage good behaviour and celebrate work, values and society-based achievements from our pupils by:

- Recording achievements in the 'Journal of Achievement' as part of the WINDRUSH360 reward programme
- Verbal and written praise
- Certificates, prize ceremonies or special assemblies
- Positions of responsibility, such as House Captain and Student Council representative.

They assist the School in promoting and setting an example of good behaviour at all times. They should set the standard by which other pupils measure themselves and play a crucial role in ensuring that the ethos of the School carries across to all areas of school life.

RESPONDING TO MISBEHAVIOUR

When a member of school staff becomes aware of a misbehaviour they will respond predictably, promptly, and assertively, in accordance with this policy. The School's first priority will be to ensure the safety of pupils and staff and to restore a calm environment. School staff will respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed.

The School's aim in any response to misbehaviour is to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and to prevent a recurrence of the misbehaviour. To achieve these aims, the School's response to behaviour will consider the following purposes:

- **Deterrence** – the use of sanctions as an effective deterrent for a specific pupil or a general deterrent for all pupils at the School
- **Protection** – a protective measure in response to inappropriate behaviour, may be immediate or after assessment of risk

- **Improvement -** supporting pupils to understand and meet the behaviour expectations of the School and reengage in meaningful education. This may be via sanctions, reflective conversations or targeted pastoral support.

SANCTIONS

It is hoped that pupils will respond to the School's positive encouragement and rewards and will comply with the School Rules at all times. However, the School acknowledges that from time to time, pupils' conduct may fall below the standards of behaviour reasonably expected by the School. Sanctions assist the School in enforcing the School Rules and help the School to set boundaries and to manage unacceptable or challenging behaviour from pupils.

The Headteacher undertakes to apply any sanctions fairly, reasonably, and proportionately and, where appropriate, after due investigative action has taken place. School staff can issue sanctions any time pupils are in School or elsewhere under the charge of a member of staff, including on School visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of School. Before a sanction is imposed, staff will consider age, context, any disability, SEND, health needs, reasonable adjustments and whether a safeguarding response is required.

Sanctions may undergo reasonable change from time to time but will never involve any form of unlawful or degrading activity or in any other way be incompatible with the Human Rights Act 1998 or European Convention on Human Rights. For instance, unacceptable, excessive or idiosyncratic sanctions which are intended to cause pain, anxiety or humiliation are strictly prohibited.

Corporal punishment is illegal and is never used or threatened at our School and we do not support parents' use of corporal punishment on their children for misbehaviour that occurs in school. Corporal punishment by parents is a safeguarding issue and will be dealt with under the School's Safeguarding Policy.

Examples of sanctions that are used in the School include:

- Verbal reprimand and reminder of the expectations of behaviour from a member of staff;
- Letter to parents to advise of the misbehaviour;
- Completion of missed schoolwork or repeating unsatisfactory work until it meets the required standard;
- Detention at lunchtime;
- Withdrawal of privileges or free-time;
- Regular reporting, including behaviour monitoring;
- Withdrawal from a school trip or team event;
- Suspension for a specified period, removal, or exclusion.

All misbehaviour or disciplinary incidents will be dealt with as soon as practicable.

Teachers are responsible in the first instance for dealing with minor infringements, such as casual rudeness, low-level unkind behaviour, disruption in class and poorly completed work. The Ladder of Sanctions (Annex A) clearly details the stages of behaviour and the relevant, proportionate sanctions. Staff must reference the ladder and apply sanctions fairly and consistently. Repetition of misbehaviour will be reported to the SLT and the pupil's class teacher. All incidents of misbehaviour must be recorded on CPOMS.

More serious misdemeanours are reported to the SLT, and may lead to the withdrawal of privileges for a proportionate period of time (see Annex A 'Ladder of Sanctions' for details).

In applying sanctions, especially those with serious consequences, we undertake reasonable steps to avoid placing pupils with special educational needs and disabilities (SEND) or a particular vulnerability at a particular disadvantage compared to other pupils, in accordance with the School's obligations under the Equality Act 2010. Please see section below on SEND. The same individual assessment applies to any restriction on trips, clubs or other school opportunities; these are not automatic consequences of a stage in the ladder.

The School will also consider whether any misbehaviour gives cause to suspect that a pupil is suffering, or is likely to suffer, harm. Where this may be the case, School staff will follow the School's Safeguarding Policy and consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

The School records serious misbehaviour on CPOMS under the categories 'Serious Behaviour' and if applicable 'Confidential'. The entries on this register include the pupil's name and year group, the nature and date of the offence and the sanction imposed.

SUPPORTING PUPILS FOLLOWING A SANCTION

Following a sanction, the School will consider strategies to help all pupils understand how to improve their behaviour and meet the behaviour expectations of the School. These strategies may include:

- a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. This may also include advising them to apologise to the relevant person, if appropriate.
- a phone call with parents.
- inquiries into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in School.
- inquiries into circumstances outside of School, including at home, conducted by the Designated Safeguarding Lead (DSL)/Deputy Designated Safeguarding Lead (DDSL); or
- considering whether the support for behaviour management being provided remains appropriate.

These interventions will be delivered by appropriately trained staff and as part of a wider approach that involves the wellbeing and mental health of the pupil.

SERIOUS MISBEHAVIOUR

The School's Discipline, Exclusions and Required Removal Policy is a separate policy and is available on the School's website, and all parents and pupils should be aware of the more serious sanctions, including suspension and exclusion, that the Headteacher can impose for serious breaches of the School Rules, including but not limited to criminal behaviour. Examples of serious breaches of the School Rules which may result in serious sanctions include:

- Drug abuse;
- Alcohol and tobacco abuse;
- Theft;
- Bullying (including cyber bullying, prejudice-based and discriminatory bullying);
- Child on Child (including online) abuse;
- Physical assault/threatening behaviour;
- Fighting;
- Sexual violence and sexual harassment;
- Racist, sexist, misogynistic, transphobic or homophobic abuse;
- Sexual misconduct including sexting and/or the consensual or non-consensual sharing of nudes/semi-nudes;
- Damage to property; and
- Persistent disruptive behaviour.

Serious sanctions in accordance with the School's Discipline, Exclusions and Required Removal Policy may also be imposed where unsatisfactory behaviour has continued despite previous sanctions and/ or warnings.

The School may be required to exclude a pupil, or to require a pupil to be withdrawn in the event that other disciplinary measures, including suspension, prove to be ineffective. However, a serious "one off" incident may justify exclusion even where a pupil has not been previously suspended or disciplined.

The School takes its responsibilities for safeguarding extremely seriously. All members of the School community should be aware that any allegation of improper behaviour or unprofessional conduct made against a member of staff will be treated with the utmost seriousness and will always be managed in accordance with the procedures set out in the appropriate School policies and procedures, in particular the Child Protection and Safeguarding Policy and Low-Level Concerns Policy.

Should an allegation made by a pupil against a member of staff be found to be deliberately invented or malicious, the School reserves the right to treat this action as serious misbehaviour by the pupil, and manage that misbehaviour in accordance with this policy, and the School's Child Protection and Safeguarding Policy and Discipline, Exclusions and Required Removal Policy, as appropriate. Pupils should be aware that malicious allegations of abuse against staff (or indeed other pupils) may result in the suspension or permanent exclusion of the accuser, from the School, and that incidents may also be referred to the Police, where appropriate to do so. The DSL will first determine whether the allegation was deliberately invented or malicious, following the

safeguarding procedure and taking account of the child's age and needs. An unsubstantiated allegation alone will not attract a sanction.

REMOVAL FROM CLASSROOMS

Removal is where a pupil is required to leave the lesson or classroom. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly with a staff member and asked to return following this or for a short, proportionate period of time as a 'time-out'. Time out is a brief, supervised opportunity to regain calm or reflect. Staff must ensure the child is safe, supervised, able to access help and able to return promptly. Keeping a pupil apart from others and preventing them from leaving by obstruction or threat of punishment constitutes seclusion and must not be treated as ordinary time out or a routine sanction.

Removal from the classroom is a sanction used by the School as a response to serious misbehaviour. It will only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom. The School's use of removal will allow for a meaningful continuation of the pupil's education in a supervised setting.

As with all disciplinary measures, the School will consider whether the sanction is proportionate and whether there are any special considerations relevant to its imposition.

Removal will only be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher. These pupils will be provided with support to continue their education including targeted pastoral support aimed to improve behaviour so they can be reintegrated and succeed within the classroom setting.

Staff supervising areas used for removal will be suitably trained in both the school behaviour policy and the interpersonal skills necessary to manage pupils with a variety of challenging behaviours and contexts.

The School's arrangements when a pupil is removed from the classroom include:

- Taking the child to the nearest safe space with adult supervision e.g Sensory area in the SEND room
- Providing a quiet, calm area (inside or outside) where the adult can spend time with the child The adult will not prevent the pupil from leaving a calm space unless an immediate safety need justifies an intervention under the restrictive interventions procedure.
- Move the child into a neighbouring classroom

PREVENTING RECURRENCE OF MISBEHAVIOUR

The School uses a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion. These strategies aim to help pupils understand behavioural expectations and provide support for pupils who struggle to meet those expectations.

Intervention strategies used in the School include:

- frequent and open engagement with parents;
- providing 1:1 support;
- short-term behaviour report cards or longer-term behaviour plans; and
- engaging with local partners and agencies to address specific challenges such as poor anger management, a lack of resilience and difficulties with peer relationships and social skills

Initial intervention to address underlying factors leading to misbehaviour will include an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. If the pupil has an Education, Health and Care (EHC) plan, the School will consider if making contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan might be needed. Where the School has serious concerns about a pupil's behaviour, it will consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required.

CONTEXTUAL SAFEGUARDING

Staff will always consider the context and motive of a pupil's misbehaviour and consider whether it raises any concerns for the welfare of the pupil. If staff reasonably suspect that a pupil may be suffering, or is likely to suffer significant harm, whether inside or outside of School, they should follow the procedures set out in the School's Safeguarding Policy and discuss their concerns with the School's DSL, without delay.

The School will also consider whether any disruptive behaviour might be the result of unmet educational needs, or any other needs, and will discuss concerns with the pupil's parents accordingly.

SPECIAL EDUCATIONAL NEEDS

The School consistently promotes high standards of behaviour and is committed to providing the necessary support to ensure that all pupils can achieve and thrive both in and out of the classroom. The School ensures that our whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. The School believes that good behaviour cultures will create calm environments which will benefit pupils with SEND, enabling them to learn.

The School takes its duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the School's policies or practices seriously. The School makes reasonable adjustments for pupils with SEND or certain health conditions.

Where there is misbehaviour by a pupil with SEND, the School will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil, and the appropriate sanction to be applied. It does not follow that every incident of misbehaviour will be connected to a pupil's SEND.

We are mindful that not all pupils requiring support with behaviour will have identified SEND.

MISBEHAVIOUR OUTSIDE OF SCHOOL OR ONLINE

The School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

On occasion the School may apply the provisions of this policy to misbehaviour that occurs whilst pupils are outside the School or online and:

- taking part in any activity organised by the School, or related to the School;
- travelling to and from school;
- wearing school uniform; or
- in some other way identifiable as a pupil of the School.

This is especially the case for incidents which could have repercussions for the orderly running of the School, or which may pose a threat to another pupil or member of the public, or where the reputation of the School may be negatively impacted as a result of the misbehaviour.

Any decision to sanction a pupil will be made on the School premises or elsewhere at a time when the pupil is under the control or charge of a member of School staff.

Serious misbehaviour outside of school (including online) will be dealt with in accordance with the School's Discipline, Exclusions and Required Removal Policy.

DETENTIONS

The Headteacher and Assistant Headteacher have authority to issue a detention to pupils, including same-day detentions.

Parental consent is not required for detentions. For lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet. School staff will not issue a detention where there is any reasonable concern that doing so would compromise a pupil's safety.

USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain. 'Reasonable' means using no more force than is needed and will always depend on the circumstances of the case. The School follows the Department for Education guidance Restrictive interventions, including the use of reasonable force, in schools (effective 1 April 2026), alongside its Positive Handling Policy. Force is never used as punishment. Prevention, reasonable adjustments and de-escalation are considered first wherever possible. (see Restrictive Interventions Policy)

Like all Schools, we reserve the right for our staff to use reasonable force to control or restrain a pupil in specific circumstances. All members of school staff have a statutory power to use "such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do" any of the following:

- Committing any offence;
- Causing personal injury to any person (including the pupil themselves);
- Causing damage to the property of any person (including the pupil themselves); and
- Prejudicing the maintenance of good order and discipline at the School.

The decision on whether or not to intervene will be a professional judgement of the member of staff concerned, and any force used must always be reasonable and proportionate to the circumstances and seriousness of the behaviour, and must take into account any disability, certain health conditions or SEN that the pupil may have.

All of our staff are trained in the circumstances in which reasonable minimum force may be used, both as part of their induction and regular refresher training on managing pupil behaviour and all staff are aware that corporal punishment of pupils is strictly prohibited. In particular, they are advised always to use their voices first and to use the minimum force necessary to restrain a pupil for the shortest possible period of time. The use of force can include either passive contact (such as standing between pupils or blocking a path) or active contact (such as leading a pupil by the arm away from a situation). Members of staff (including non-teaching staff) may use reasonable force at any time off the School premises when they have lawful charge of the pupil elsewhere (e.g. on a school trip or other authorised out of School activity). Staff training deals with the factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate that include: The Headteacher will ensure training is suitable for each member of staff's role and that an individual pupil's Welfare Risk Assessment addresses known triggers and safer responses where needed.

- The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used;
- The chances of achieving the desired result by other means; and
- The relative risks associated with physical intervention compared with using other strategies.

Staff must notify the Headteacher and DSL promptly after any significant use of force or any seclusion or restraint, including restraint without physical contact. The staff involved will make a written record on CPOMS as soon as practicable, aiming for the same day, even where an intervention was anticipated in an agreed support plan.

The School has a confidential register [CPOMS-Serious Behaviour] which includes the pupil's name and year group, the nature and date of the misbehaviour and the sanction imposed. The School will keep this register on a central file so that any patterns may be identified by the School. Senior leaders will monitor the use of restraint and take appropriate action to prevent the inappropriate use of restraint. They will take effective action when inappropriate restraint has been used. (See Restrictive Interventions Policy)

In addition, the Headteacher will consider whether staff require any additional training and support to enable them to de-escalate potential confrontations between pupils, or potentially violent behaviour, to minimise the need for restraint.

SEARCHING

The School reserves the right to search pupils and their possessions.

The Headteacher, or a member of staff authorised by the Headteacher, may search a pupil provided there is another staff member present as a witness. The School does not conduct intimate searches and only a pupil's outer clothing (for example coats, hats, shoes, gloves and scarves) will be removed to facilitate a search, but a pupil will first be given the opportunity to 'empty their pockets' and to disclose anything that they should not have in School.

The School will always consider the age of the pupil to be searched and any SEND or vulnerabilities (including certain health conditions) the pupil may have before conducting the search to decide whether any additional precautions or adjustments are needed, in accordance with the School's Safeguarding and Child Protection Policy.

The consent of a pupil will usually be obtained before conducting a search unless the Headteacher (or authorised member of staff) reasonably suspects that the pupil has in their possession an item that has been, or is likely to be, used to commit an offence, or to cause personal injury to any person (including the pupil being searched), or cause damage to property, or the pupil has, or is reasonably suspected to have in their possession any of the following items:

- Knives;
- Weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;

- Pornographic or offensive images; or
- Any item banned by the School Rules (including electronic devices).

Where a member of staff reasonably believes that there is a risk of serious harm to any person (including to the pupil being searched) if the search is not carried out immediately, the Headteacher (or authorised member of staff) is permitted to carry out a search of a pupil of the opposite sex. The Headteacher (or authorised member of staff) is also permitted to undertake a search in this circumstance without a witness present only where it is not practical to summon another member of staff.

The School will inform the pupil's parents of any search conducted after the event, particularly where alcohol, illegal drugs or potentially harmful substances have been found as a result of the search. The parent's prior consent to undertake a search is not required.

The School will keep a record of all searches carried out, including the results of any search, and the actions taken following that search.

CONFISCATION

A member of staff carrying out a search may seize any item that they have reasonable grounds for suspecting is a prohibited item or may be evidence in relation to an offence.

Where a search identifies alcohol, tobacco or cigarettes, or fireworks they may be retained or disposed of by the member of staff but will not be returned to the pupil.

Controlled drugs will be delivered to the Police as soon as reasonably practicable but may be disposed of if the member of staff considers there is good reason to do so. Substances that are not believed to be controlled drugs however, but that are believed to be harmful or detrimental to good order or discipline, may be confiscated by a member of staff. If the School is uncertain as to the legal status of a substance it will be treated as if it is controlled.

In respect of weapons, or items that are believed to be evidence of an offence, these will be passed to the Police as soon as possible. Stolen items will also be delivered to the Police, but may instead be returned to the rightful owner, if there is good reason to do so.

Where a search identifies an item banned under the School Rules, the member of staff conducting the search should take into account all relevant circumstances and use their professional judgement to determine whether the item should be returned to its owner, retained by the School or disposed of.

School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully. Staff will always consider whether confiscation is proportionate and consider any relevant special circumstances.

Electronic Devices

Where an electronic device is found during a search and that device is prohibited by the School Rules, or where the member of staff undertaking the search reasonably suspects that the device has been, or is likely to be used to commit an offence or cause personal injury or damage to property, the School may examine relevant data or files on the device, where there is good reason to do so. Parental consent to search through the electronic devices is not required but they will be informed after the event unless doing so presents a further risk to any pupil.

Any decision to search a pupil's device should be based on the professional judgement of the DSL and should always comply with the School's Child Protection and Safeguarding Policy. The School will document the decision, including times, dates and reasons for decisions made in its safeguarding records. If a suspected indecent image of a child may be present, staff must not intentionally view, copy, print, share, store or save it. They must stop the examination, secure the device and seek immediate advice from the DSL under the child protection procedure.

If during a search the School finds material which concerns them and they reasonably suspect the material has been or could be used to cause harm or commit an offence, they can decide whether they should delete the material or retain it as evidence of a criminal offence or a breach of school discipline. They can also decide whether the material is of such seriousness that the police need to be involved.

The School may erase any data or files from the device if the School considers there to be good reason to do so, unless there are reasonable grounds to suspect that the device contains material that has been or could be used to cause harm or may contain evidence in relation to a breach of the School Rules (where a decision may be made whether to delete or retain the material) or of a criminal offence (for example, certain pornographic material including nudes or semi-nudes of a pupil or another pupil), where the files should not be deleted and the device must be given to the Police without delay. Staff must not themselves investigate suspected child sexual abuse imagery.

If, following a search, the member of staff determines that the device does not contain any evidence in relation to a criminal offence, the School can decide whether it is appropriate to delete any files or data from the device, and may confiscate the device as evidence of a breach of this policy and the School rules, and may then punish the pupil in accordance with this policy and the Discipline, Exclusions and Required Removal Policy, where appropriate.

In the event that the search highlights a safeguarding concern in respect of any pupil, the School will follow the procedures set out in the School's Safeguarding and Child Protection Policy.

TEACHING AND LEARNING

The School aims to raise the aspirations of all of its pupils and to help them to appreciate their potential for achievements both inside and outside the classroom. Pupils are encouraged to take responsibility for their own learning appropriate to their age and circumstances. We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way within the School. Our teaching staff will uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, so that pupils can see examples of good habits and are confident to ask for help when needed. Teaching staff are committed to delivering teaching in a way that ensures good behaviour and offer every pupil a high level of individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

COMPLAINTS

We hope that any difficulty or concern with this policy can be sensitively and efficiently handled and resolved informally before it reaches the formal complaints stage. That said, the School's Complaints Procedure (which apply equally in the EYFS setting) is on our website and sets out how parents can raise a formal complaint and how the School will handle it. We will also send you a copy of the Complaints Procedure on request.

MONITORING AND REVIEW

The School will record all behavioural incidents and sanctions in accordance with this policy which will be used to monitor behavioural issues within the School and to evaluate the effectiveness of this policy.

The School will consider whether there are patterns of concerning, problematic or inappropriate behaviour among pupils which may indicate that there are possible cultural issues within the School which may be enabling inappropriate behaviour to occur. When patterns are identified, the School will decide an appropriate course of action, which may include more staff training, incorporating learning points into pupil's PSHE/RSE lessons, or amending this policy.

Behaviours are recorded on CPOMS and data is monitored and objectively analysed regularly by SLT. The school collects this data from the following sources.

- Behaviour incident data, including on removal from the classroom;
- Attendance, permanent exclusion and suspension data;
- Incident of searching, screening, and confiscation; and
- Anonymous surveys for staff pupils, governors, trustees and other stake holders on their perceptions and experiences of the school behaviour culture.

This policy is reviewed and updated at least annually by the School Governors.

Lucy Maudsley
Headteacher
September 2026

LADDER OF SANCTIONS – BEHAVIOUR APPENDIX 1

A child may be escalated to any of the stages beyond stage 1, if their behaviour is deemed serious enough.

This ladder is a guide, not an automatic tariff. At each stage staff will consider age, EYFS needs, disability, SEND, health and safeguarding circumstances, any reasonable adjustment, and whether a supportive response is more appropriate. A pupil must not be prevented from leaving a time-out space as a disciplinary measure.

ALL behaviour incidents are to be logged on CPOMS.

Any breach of the pupil ICT Acceptable Use Agreement will follow the Behaviour Sanctions below. Each incident will be assessed on a case by case basis and a sanction implemented, according to the severity of the incident. Restricted access to ICT will also be implemented if appropriate.

All children begin the school day where class expectations and School Rules are followed. Children are polite and say 'please' and 'thank you'. Children line up sensibly. Children walk in line to and from the playground.

Stage 1	CONSEQUENCE	ACTION
Not meeting behaviour expectations or displaying poor learning behaviours; ➢ Talking and not listening when told to do so ➢ A single act of unkind behaviour either verbal or physical ➢ Distracting others or self ➢ Not listening to instructions ➢ Constant talking ➢ Not remaining on task ➢ Playing with objects that are not part of the task.	Time out	Time Out of the classroom for up to and no more than 5 minutes. AND To stay in and complete unfinished work resulting from Time Out of the classroom. Time Out length – discretionary depending on age of child, persistence and level of disruption. OR One missed morning playtime [10 minutes].
Stage 2	**CONSEQUENCE**	**ACTION**
➢ Accumulation of three Time-Outs (in half a term) ➢ Inappropriate language ➢ Disrespect to staff ➢ A single act of threatening behaviour either verbal or physical ➢ Blatant disrespect of school rules	Official warning	Staff to alert the class teacher. AND One lunchtime playtime to be missed. AND Class teacher to notify parents of the Official Warning by email.
Stage 3	**CONSEQUENCE**	**ACTION**
➢ Accumulation of three Official Warnings (in half a term) ➢ Disrespect to school or other pupils' property ➢ Insolence / lack of respect ➢ Verbal abuse of others including adults ➢ Inappropriate behaviour e.g. • Destruction of property • Leaving School without permission	Removal of privilege or free time	Parents will be called to meet with the class teacher to discuss behaviours and next steps. Next steps will be in-school detention at a set time involving restorative activities [minimum of 2 lunchtime playtimes]. AND When appropriate, put right [repair and/or clean] any harm or damage caused. AND/OR Inclusion on school trips, extra-curricular activities and representing the school at events, will be restricted.
Stage 4	**CONSEQUENCE**	**ACTION**
➢ Consistent or repeated Stage 3 behaviours following sanctions. ➢ Consistently poor work ethic [detailed in Stage 1] that sanctions in Stages 2 and 3 have failed to address.	Headteacher's detention AND Removal of privilege or free time	Parents informed of detention with the Headteacher involving restorative activities. AND When appropriate, put right [repair and/or clean] any harm or damage caused. AND Exclusion from school trips, and/or extra-curricular activities and/or representing the school at events [To be decided by the HT as appropriate to the consistently poor behaviour].

Stage 5	CONSEQUENCE	ACTION
➢ Behaviour of pupil having not improved after HT detention and removal of privileges.	On work or behaviour report	Headteacher and Parents to be informed. Pupil will have report signed at the end of each lesson and/or break time (Duration to be decided by HT) AND Any restriction on trips, extra-curricular activities or representation of the school will be decided individually by the Headteacher, with a documented proportionality, safeguarding and reasonable-adjustment assessment; being on report does not itself trigger exclusion.
Stage 6	CONSEQUENCE	ACTION
➢ Behaviour of pupil having not improved after a period of 'on report'	Personal Behaviour Plan	Headteacher to meet with Head of Pastoral care and Parents. PBP will be drawn up together with pupil.
Stage 7	CONSEQUENCE	ACTION
➢ Failure to improve following a period of time on the Personal Behaviour Plan	Suspension or permanent exclusion	To be decided by the Headteacher