



Behaviour Policy and Statement of Behaviour Principles

Walton le Dale Primary School

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1. Aims

This policy aims to:

- Create a positive culture that promotes responsible behaviour and raises children's self-esteem, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Provide a framework, which allows us to clarify the behaviours we expect from children and what they can expect in return
- Encourage the children to have a sense of pride and belonging in their school
- Promote a view of community and personal accountability, equipping our children well for the responsibilities of citizenship and 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
- Prevent bullying in every form and ensure protected characteristics are upheld
- Define what we consider to be unacceptable behaviour

2. Intent

- Our Behaviour Policy is designed to recognise, promote and celebrate the fact that most children behave appropriately and make good choices most of the time.
- We work closely with parents to support our Behaviour Policy and we will share it as fully as possible with them.
- Behaviour is learned, just as Maths and English are, and so opportunities to teach socially acceptable behaviour will be built into our planned curriculum.
- Staff are involved in formulating policy and are properly trained to implement it.
- Staff are role models who create a positive classroom climate. This influence is a key contributor for effective behaviour management and school culture.
- Build positive relationships with all children and focusing intentionally on pupils who are difficult to connect with and are in need of a consistent, positive relationship.
- Our Behaviour Policy refers to 'consequences' rather than punishment or sanction.
- With the support of the staff, we operate a system where children are encouraged to reflect upon their behaviours which lead to the consequence of their actions. When regulated, this enables children to make a personal decision about their future behaviour.
- Our PSHE curriculum supports children's good behaviour and ability to self-regulate. For example, knowledge of the brain to give children a framework to understand their emotional responses, regulation and de-escalation techniques such as Happy Breathing, grounding and visualisation; character strengths to build self-esteem and relationship building skills so children have the foundations to form friendships, be heard and understood.
- Each class will have a copy of its class expectations and displayed in class.
- Staff will work closely with the SLT and SEND leader to ensure that our approach to behaviour is inclusive, including children receiving specialist support when necessary.

3. Legislation, statutory requirements and statutory guidance

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2026](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

4. Inappropriate and Serious Behaviour

Inappropriate Behaviour Examples Serious Behaviour Examples

Assembly off task
Cloakroom/toilets off task
Disrespect to a child
Disrespect to an adult
Lack of Effort
Multiple low level disruptions (orange)
Reflection time / detention avoidance
Refusals
Unkind hands / feet

Bullying
Damage
Deliberate undermining or disrespect of an adult
Discrimination
Intimidating behaviour
Online behaviour
Persistent off task
Persistent refusals
Prohibited items
Putting children's or adult's safety at risk
Significant disrespect to an adult
Significant disruption to others' learning
Smoking/vaping
Theft
Vaping / smoking
Violent behaviour towards an adult
Violent behaviour towards another child

5. Bullying

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

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please refer to the school's Anti-Bullying Policy.

6. Roles and responsibilities

6.1 The governing board

The governing body is responsible for:

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

6.2 The headteacher

The headteacher is responsible for:

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

6.3 Teachers and staff

Active Ingredients:

- **What you walk past you accept** – Every member of staff consistent in challenging inappropriate behaviour
- **Expectations, expectations, expectations** – Consistently high expectations from all staff
- **Acknowledge & praise before consequence** - Focus should initially be on acknowledging expected behaviour and praising exemplary behaviour
- **Relentless routines** - All staff should strive to teach & practice procedures, acknowledgements, praise & consequences consistently

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 their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using Arbor
- Recording safeguarding in CPOMS, where relevant to a behaviour incident
- Challenging pupils to meet the school's expectations

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

6.4 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 serious inappropriate behaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

6.5 Children

Children 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 – all actions have consequences.
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting a higher behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Children will be supported to develop an understanding of the school's behaviour policy and wider culture with the support of the school PSHE curriculum.

Extra support will be provided for pupils who are new arrivals.

- 'Golden Rules' are drawn up by the children and staff, which broadly fall into the areas of:
 - Respect for myself, for others, for property
 - Working hard and displaying determination
 - Fairness, honesty and good manners

These are included within this policy and reviewed every year by the children and school council.

A commitment by everyone is crucial for these to be successful.

7. School Behaviour Curriculum

Children are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of staff and each other
- Show self-awareness, self-management, social awareness
- Make responsible decisions
- Maintain healthy relationships
- In class, make it possible for all pupils to learn
- Move sensibly and quietly around the school
- Treat the school buildings and school property with respect
- Accept consequences when given
- Always wear the correct uniform
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

8 Mobile phones & other devices

Children are not allowed their mobile phones or other devices within school during the school day.

Children in Year 6, who have parental consent to walk home without an adult, are allowed to bring their phones to school so they communicate with their parents and, where parents choose, their GPS position tracked. School recognises there may be situations where other children may bring a mobile phone or other electronic device to school. For example, a child taking their device to another family member's house for the weekend. If there is no clear reason why a child has a device, this is to be discussed with their parent or guardian.

5 boxes will be used to keep devices away from children and secure during the school day. One for each Year 6 and Year 5 class with the addition of a generic box for other year groups. Procedure for these boxes:

Generic box stays in the main office and if there are isolated devices that are found on school premises, they are placed in the box.

Year 6 and 5 boxes have devices placed in them at Breakfast Club or when children enter their classroom. They are returned at the end of the school day from the classroom or After School Club, as appropriate.

Breakfast Club > Classrooms > Office > Classrooms > After School Club.

Where phones are brought into school and not handed in, the school will not be liable for loss, theft or damage.

9. Responding to behaviour

9.1 Classroom management

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

They will:

- Create and maintain an environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which 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
 - Aspiring to removing any low-level disruption

Using positive reinforcement at Walton-le-Dale, we acknowledge desired behaviours, rewarding where appropriate.

Class teachers manage inappropriate behaviour and some serious inappropriate behaviours. Following the delivery of any consequence, the teacher's aim will be to help the child regulate and return to their learning as soon as possible.

9.2 Safeguarding

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

We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer 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 Policy for more information.

9.3 Responding to expected and exemplary behaviour

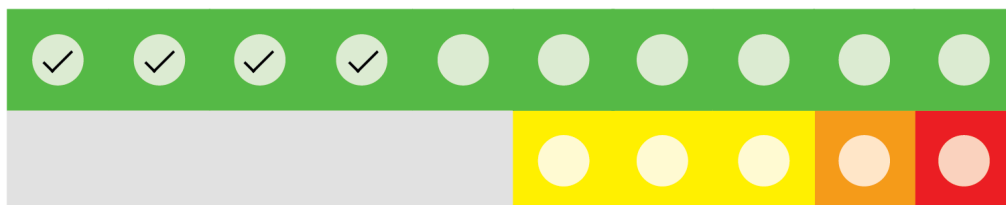
EYFS

When a pupil's behaviour meets the expected behaviour standard, staff will recognise it with acknowledgement on the rainbow. For example, showing kindness, good work, sharing, manners. This system moves children from the sun to each colour on the rainbow, before reaching a trophy. When a child is on the trophy at the end of the week, they receive a sticker, which is celebrated with the child and encouraged to be celebrated with parents and guardians. Children do not move back 'down' the rainbow.

Year 1 – Year 6

When a pupil's behaviour meets the expected behaviour standard, staff will recognise it with acknowledgement on a child's individual behaviour card. This provides an opportunity for all staff to reinforce the school's culture and ethos. A teacher's response to expected behaviour is crucial. A running class total is kept to earn rewards chosen at the teacher's discretion.

each acknowledgement is given as a tick, one at a time



In addition to acknowledging expected behaviour, children will receive:

Awards

A termly award for exemplary behaviour for each key stage will be awarded following nominations from each class.

A prize is also awarded for behaviour to a Year 6 leaver each year.

Badges & Stickers

To praise exemplary behaviour, staff may choose to give out extrinsic rewards such as badges or stickers alongside verbal praise. The ultimate goal being for each child to be intrinsically motivated to exhibit exemplary behaviour without the need for extrinsic rewards.

Certificates

A system of class certificates for personal bests in their behaviour, which will be:

- Nominated by the class teacher, other members of staff.
- Awarded by a member of the leadership team in an assembly every week
- A 'Effort Award' and 'Behaviour Award' for excellence displayed on the hall display boards
- A 'Playground Champion' certificate given to children via lunchtime supervisors
- 'Personal Best' cards are given out and celebrated in weekly assemblies for children who have shown a new level of effort, behaviour or achievement in their work.

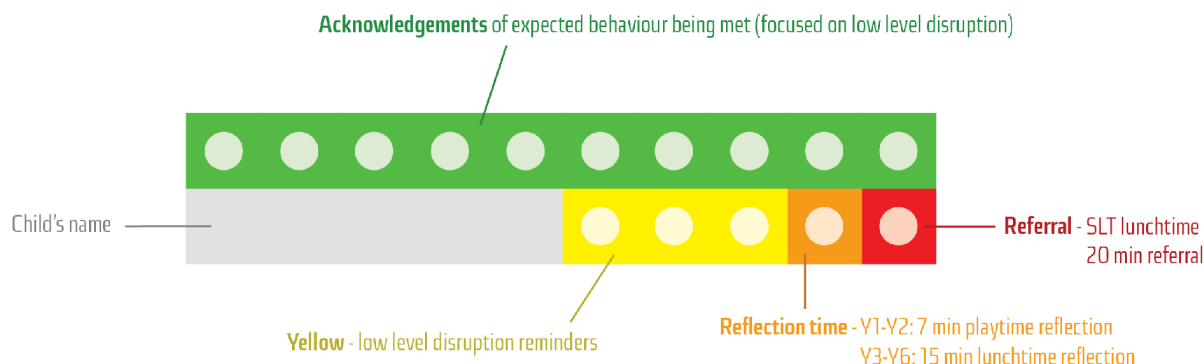
Behaviour and playground certificates focus matches the schools for that term from the behaviour curriculum (for example, 'Respect').

House Points

Children may receive a house point ticket in class and around school for exemplary work, effort and exhibiting model behaviour from the behaviour curriculum (such as for their manners).

These tickets should be deposited in the corresponding house team box in each hall. Each week the children are informed in Celebration Assemblies as to how each team is performing against the other.

The points will be collected over each term and then totalled to find an overall winner.



9.4 Responding to inappropriate and serious behaviour

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

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

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

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

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

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

- A referral to the Senior Leadership Team
- A verbal explanation of their behaviour and a reminder of the expectations of behaviour
- Setting of reflective written tasks such as an account of their behaviour
- Expecting work to be completed at home, or at break or lunchtime
- Reflection or referral at break/lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- School-based community service, such as tidying a classroom, reading corridor etc.
- Email or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil on a 'behaviour report'
- Removal of the pupil from the classroom

- Internal exclusion
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances and the needs of each child will be considered when choosing consequences and decisions will be made on a case-by-case basis, but regarding the impact on perceived fairness.

Consequences should:

Make it clear that undesired multiple incidences of low-level behaviour affect others and is disruptive within their community

Never be humiliating or degrading

Not to apply to a whole group for the activities of individuals

Be in proportion to the offence

Be consistently applied by all staff to help to ensure that children and staff feel safe and supported

Uphold the class rules and the school's Golden Rules

EYFS

School recognises that young children's behaviour can be developmental and therefore how inappropriate behaviour is dealt with may differ based on the child. School also recognises that a consequence for appropriate behaviour is part of how children will learn to change not to repeat the behaviour. Alongside this, consistent positive acknowledgements of desirable behaviours are integral in supporting all children.

Inappropriate Behaviour

When children display inappropriate behaviour, they are given a reminder of what the desired behaviour is. They are then given a second reminder. If after the second reminder, they continue to display inappropriate behaviour, the member of staff will give the child an immediate or delayed time out as a reflection time where a conversation about feelings and choices occurs, including repairing and restoring the relationship, where necessary. This focuses on the behaviours, not the child. Some instances of inappropriate behaviour, at the teacher's judgement, may result directly in a reflection time without reminders.

Immediate Time Out

Recommended to be followed for inappropriate behaviour.

Delayed Time Out

Depending on the specific child and situation, a delayed time out may be more appropriate than an immediate time out. For example, when an immediate time out would trigger further inappropriate behaviour or escalate to serious behaviour that would be likely to result in disruption of the class.

Time Outs

The area used for the time out should be a quiet area where the child is still supervised. An alternative to this, knowing the individual child, the time out may be completed with the child sitting or being near a member of staff.

The length of time for time outs is at the discretion of EYFS staff. For direction, in the judgement of staff, children can rejoin the class when they can regulate their emotions and not repeat the behaviour. When completing learning that had previously been refused, children should spend whichever is longer out of completing their missed learning or 5 minutes in time out.

Serious Behaviour

When children display serious behaviour, they are immediately referred to the Senior Leadership Team. The behaviour is then dealt with in accordance with the **whole school Referral procedure. Section number?**

Year 1 – Year 6

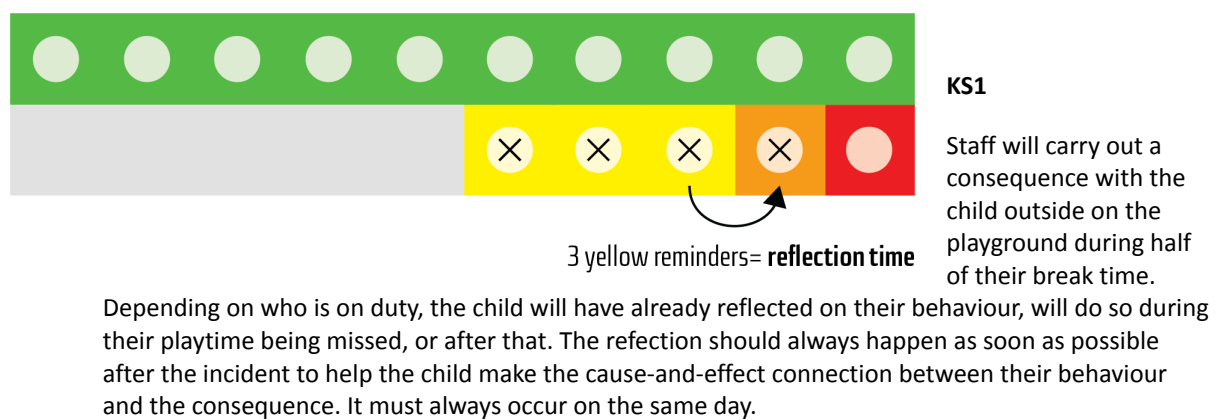
The school consistently employs several consequences to enforce the school rules, and to ensure a safe and positive learning environment, an individual behaviour card system is used for each child from Year 1 to Year 6.

The children are to be made aware of this cumulative progression and understand the consequences of their behaviour.

Inappropriate Behaviour

A **verbal reminder** is given first, with the child given clear direction about which behaviours are inappropriate. Each incident following those results in an additional yellow cross on their individual behaviour card.

If a third yellow cross is recorded on the individual's card, the child will receive an orange reflection time (7 minutes in KS1/15 minutes in KS2).

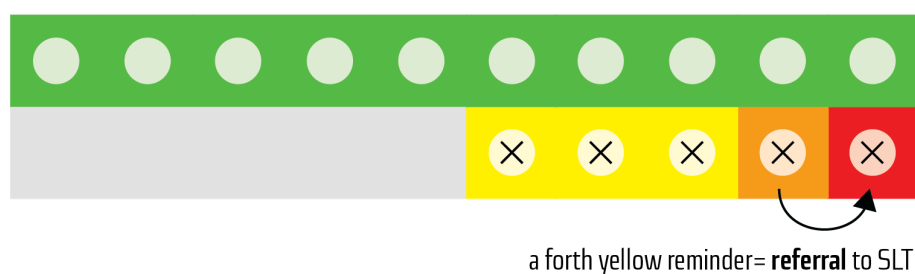


Depending on who is on duty, the child will have already reflected on their behaviour, will do so during their playtime being missed, or after that. The reflection should always happen as soon as possible after the incident to help the child make the cause-and-effect connection between their behaviour and the consequence. It must always occur on the same day.

KS2

Staff will ask the child to complete a "Think Sheet" during their lunchtime to reflect on their behaviour. It is essential that the child understands the reason for their reflection.

Following an orange cross, where the reflection time has not yet occurred, if inappropriate behaviour persists the child receives a referral to the Senior Leadership Team. This results in the loss of a significant portion of the child's lunchtime. Again, the child must understand the reason for their detention.



Serious Behaviour

Serious behaviour results in a direct referral to the Senior Leadership Team.

EYFS: Immediate

KS1 & KS2: The child is spoken to by the member of staff referring. They are then either taken immediately to the SLT or the child is referred at the start of lunchtime.

Communicating Reflection Times and Referrals

Reflection times and referrals are logged in the school's MIS (Management Information System). Wherever possible, this should be completed on the same day the incident occurred.

Lunch times

Welfare report to SLT. SLT log the incident.

Breakfast and After School Club

The manager or a member of staff delegated to by the manager logs the incident.

All other times

The teacher logs the incident.

Parents will receive an automatic email communicating their child has received a reflection time or referral.

- Referrals: At the discretion of the SLT, a phone call to follow up the automatic email may be made to parents to provide context.
- Reflection time: Teachers know each child and their families the most. Communicating a more specific reason for the consequence via phone or face to face (to support parents' understanding and discussions with their child) is at the discretion of the person who has given the consequence.
- If a child receives more than one reflection time in any week, they report to the Headteacher. This may result in the withdrawal of certain privileges.
- Any child given a second reflection time within a school week will receive a referral that replaces the second reflection time.
- Any child receiving two referrals in one school week will result in the Headteacher considering whether an in-school exclusion is an appropriate step to replace the second referral. Where this occurs, a discussion will take place between the Headteacher (or another member of the SLT where the Headteacher is unavailable) and parents.

There may be occasions when the behaviour of a child is too disruptive or serious enough to warrant a departure from the yellow-orange-red progression of consequences. This may mean a child is removed from the classroom immediately or may be reported straight to the Headteacher.

In the most extreme cases and where necessary, Walton le Dale Primary School will use official local authority and national procedures for suspension or permanent exclusions. Please see the Suspensions and Exclusions Policy.

9.5 Restrictive Interventions

Restrictive interventions cover use of reasonable force, seclusion or restraint.

See the Restrictive Interventions Policy for further details.

9.6 Confiscation, searches, screening

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, because 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 parents after discussion with senior leaders and the parents.

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 ensure 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 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 the headteacher or SLT member to try and 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 from causing disorder.

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

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

Outer clothing includes:

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

Searching pupils' possessions

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

- 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

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents 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 if 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 child involved and should always advocate for pupil wellbeing.

Communication and record-keeping

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

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

Who will be present?

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

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

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

If this is the case, a record will be made of the child'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, entitlement and welfare of the child
- 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.

9.7 Off site and online behaviour

Consequences may be applied where a pupil has engaged in serious behaviour outside of school.

9.8 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the headteacher or deputy 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.

9.9 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Children 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:
 - o Manage the incident internally
 - o Refer to early help
 - o Refer to children's social care
 - o Report to the police

Please refer to our Child Protection Policy for more information.

9.10 Malicious allegations

Where a child 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.

10. Serious Consequences

10.1

Teachers will issue reflections and detentions to pupils at Walton le Dale Primary School

Children can be issued with reflections and reflection detentions during break times and lunchtimes. Welfare staff will communicate their concerns to the SLT or Welfare Supervisor to ensure the class teacher is informed.

All children with a red or orange consequence should bring their 'Think Sheet' to the staff member on duty or headteacher.

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

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

10.2 Classroom Removal

In response to persistent inappropriate behaviour or serious behaviour, school may temporarily remove the pupil from the classroom for up to the length of the rest of that school day's session. This is a consequence in itself.

When dealing with individual removal cases, the Headteacher and in the absence of the Headteacher, the SLT, will:

- Give the child strategies and time regulate their emotions.
- Facilitate reflection by the pupil on the behaviour that led to their removal from the classroom and what they can do to improve and avoid such behaviour in the future.
- Provide a safe space and supervision for the pupil
- Ensure the child can reintegrate with their class and the school community successfully after a classroom removal.
- Consider whether any assessment of underlying factors of disruptive behaviour is needed.
- Communicate with any outside agencies related to that specific child.

Members of the SLT are trained to deliver TeamTeach techniques and holds if it is absolutely necessary to do. This training is refreshed annually. TeamTeach techniques seek to avoid injury to a child, but it is possible that bruising or scratching may occur accidentally. These are not seen as a failure of professional technique, but a regrettable and infrequent outcome from attempts to keep the child safe.

Examples of appropriate classroom removal:

- The pupil is wilfully and repeatedly disrupting the whole class' learning.
- Maintain the safety of all pupils, including themselves.
- A child is unable to regulate their emotions in the classroom or class calm zone.

Pupils who have been removed from the classroom are supervised initially by the Headteacher or a member of the SLT. When the pupil has regulated their emotions and is calm, they either return to class or under the supervision of a member of staff, they are supported in their learning until they reintegrate into their class.

A member of the SLT will log the incident on the school's MIS, with an email automatically notifying Parents. This will occur on the same day and be followed up with a phone call to parents.

The school will consider additional strategies to behaviour management for pupils where repeated classroom removal occurs, such as:

- Meetings with ELSA support staff

- Redeployment of teaching assistants
- Short/long term behaviour report cards
- Long term behaviour plans
- Pupil support units
- Multi-agency assessment

10.3 Suspension and permanent exclusions

See the school's Exclusions and Suspensions Policy.

11. Responding to inappropriate behaviour from pupils with SEND

11.1 Recognising the impact of SEND on behaviour

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

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

When dealing with inappropriate behaviour from pupils with SEND, 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 causing any substantial disadvantage to a disabled pupil 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 inappropriate behaviour, and put in place support to prevent these from occurring.

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

Our approach will be to anticipate and remove triggers through:

The teacher arranging short breaks for a child with SEND who struggles with the length of the session or task

Adjust seating plans to allow children with visual or hearing impairments to sit in direct view of the teacher

Adjust uniform requirements for pupils with sensory issues or eczema

Providing higher staffing ratios at lunchtime break and other unstructured times

Training of staff in understanding the conditions such as autism, ADHD, etc.

Use separate areas where children can regulate their emotions (e.g. during a moment of sensory overload)

11.2 Adapting the consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider where possible:

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

If the answer to any of these questions is yes, it may be inappropriate for the school to deliver the same consequence as other children for their 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 it.

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

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

Where necessary, support and advice will also be sought from specialist teachers, GHIST (Golden Hill Inclusion Support Team) 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 to create the plan and review it on a regular basis.

11.4 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, the SEND leader will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Inclusion.south@lancashire.gov.uk

12. Supporting pupils following a consequence

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

This will include where appropriate:

- School Support Plan
- Reintegration meetings
- Close communication with parents
- A report card with personalised behaviour goals
- Dual registration – spending an appropriate portion of their time at school whilst also registering in a special school
- Strategies from external agencies

13. Transition

13.1 Inducting incoming children

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

13.2 Preparing outgoing children 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 related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, which may include training, where relevant on:

- Proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every term by members of the SLT

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

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

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

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

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

16. Links with other policies

This behaviour policy is linked to the following policies and guidance:

- Safeguarding and Child Protection Policy
- Restrictive Interventions Policy
- Exclusions and Suspensions Policy
- Calm Zones & Red Panda Peace Pod Procedures
- Online Safety Policy
- Anti-Bullying Policy

Appendix 1: written statement of behaviour principles

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

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

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

- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Mobile devices
 - 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)