Behaviour Policy

2026-2027

St Peters CofE, Whetstone

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

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This policy has been developed based on a template on 'The Key'

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1. Aims

This policy aims to:

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

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping children safe in education 2026 (comes into force from 1 September 2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice

In addition, this policy is based on:

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

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

3. Definitions

Misbehaviour is defined as:

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

Serious misbehaviour is defined as:

- Repeated breaches of the school rules

- Any form of child-on-child abuse including bullying, relationship abuse, physical abuse, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, upskirting, initiation/hazing behaviours, misogyny/misandry and online abuse
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Misogynistic, misandrist, sexist or gender-based abusive behaviour
- Creation, possession or sharing of AI-generated, digitally altered or deepfake nude/semi-nude images
- Possession of any prohibited/banned items. These include:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult 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 (eg gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI). This also includes deepfakes, AI-generated imagery, manipulated content and impersonation.

5. Roles and responsibilities

5.1 Governors

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

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving the school's version of the trust's behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding and child protection policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1).

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils, recognising hidden stressors for vulnerable pupils including young carers, looked-after children, previously looked-after children and pupils living in vulnerable households.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation and positive behaviour strategies to minimise the need for restrictive interventions.
- Recording behaviour incidents accurately and promptly using Class DoJo and, where appropriate, CPOMs.
- Challenging pupils to meet the school's expectations.

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

5.4 Parents and carers

Parents and carers, where possible, should:

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

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

5.5 Pupils

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

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

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

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

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

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

Creating a Culture of Respect

At St Peter's Church of England Primary School, we believe that excellent behaviour is taught, modelled and nurtured through positive relationships, high expectations and consistent routines. Our aim is to create a calm, orderly and inclusive environment where every child feels safe, valued and able to thrive.

Our approach is rooted in our Christian vision and our commitment to ensuring that every member of our community is treated with dignity, kindness and respect. We have one school rule:

Respect

At St Peter's, we show Respect by:

- Respecting ourselves.
- Respecting others.
- Respecting learning.
- Respecting our environment.

These principles underpin all aspects of school life and provide a common language for pupils, staff and families.

1 Expected Behaviours

We explicitly teach and reinforce the behaviours, habits and routines that help pupils to be successful learners and positive members of our community. Pupils are expected to:

- Behave in a calm, orderly and self-controlled manner.
- Follow instructions promptly and respectfully.
- Show kindness, courtesy and respect towards adults and peers.
- Demonstrate positive attitudes to learning and take pride in their work.
- Allow others to learn without distraction or disruption.
- Move safely and quietly around the school.
- Look after school property, equipment and the wider environment.
- Wear the correct school uniform and present themselves appropriately.
- Take responsibility for their choices and accept consequences when necessary.
- Conduct themselves positively when representing the school, including when travelling to and from school and when online.

2 Habits and Routines

We recognise that successful behaviour is built through consistent practice. Staff explicitly teach, model and reinforce routines so that pupils understand what is expected in different situations, including:

- Entering and leaving classrooms calmly.
- Listening attentively when others are speaking.
- Being ready to learn with the correct equipment.
- Transitioning smoothly between lessons and activities.
- Showing good manners at all times.
- Working cooperatively with others.
- Resolving disagreements respectfully.
- Seeking help appropriately when needed.

By establishing clear and predictable routines, pupils develop independence, self-regulation and a sense of belonging within the school community.

3 An Inclusive Approach

We recognise that some pupils may require additional support, adaptations or reasonable adjustments to help them meet behavioural expectations. Where appropriate, staff will consider individual needs, including SEND, social, emotional or mental health needs, developmental stage and other barriers to success.

Our expectations remain high for all pupils; however, the support and strategies used to help pupils achieve these expectations may differ. Through strong relationships, clear communication and appropriate adaptations, we strive to ensure that every child can experience success and fully participate in school life.

4 Our Commitment

We believe that excellent behaviour is not simply the absence of poor behaviour. It is the presence of positive habits, strong character, self-discipline and respect for others. By working together as pupils, staff and families, we create a culture where everyone can learn, flourish and achieve their potential.

6.1 Mobile phones

At St Peter's Church of England Primary School, we are committed to creating a calm, safe and purposeful learning environment where pupils can fully engage in learning and develop positive relationships. Our approach reflects our school rule of Respect by encouraging pupils to be present, focused and considerate of others throughout the school day.

Mobile phones are not required by pupils during the school day and, as a general rule, should not be brought onto the school site. Mobile phones must not be used or accessed by pupils whilst on school premises or during any school-led activity unless specifically authorised by a member of staff. We recognise that some Year 5 and 6 pupils may require a mobile phone to support independent travel to and from school. In these circumstances:

- Mobile phones must be switched off before pupils enter the school site.
- Phones must be handed directly to the class teacher upon arrival.
- Devices will be stored securely throughout the school day.
- Phones will be returned to pupils at the end of the school day before dismissal.

Mobile phones must not be used during lessons, playtimes, lunchtimes, assemblies or any other part of the school day.

Any breach of these expectations will be addressed in line with the school's Behaviour Policy and may result in the device being confiscated and parents/carers being informed. Repeated misuse, misuse involving photography, filming, social media or communication with others during the school day may also be treated as a safeguarding concern and managed accordingly.

By maintaining these expectations, we support pupils' wellbeing, minimise distractions, protect safeguarding and promote the respectful, positive learning environment that all members of our school community deserve.

7. Responding to behaviour

7.1 Classroom management

At St Peter's CofE Primary School, all teaching and support staff play a vital role in creating a culture where every child feels valued, safe and ready to learn. Guided by our Christian vision of Inspire, Enrich, Achieve and the words of Jesus in Matthew 7:12, "Do to others what you would have them do to you," staff set the tone for positive behaviour and high expectations across the school.

Staff will:

- Create and maintain a calm, purposeful and engaging learning environment where all pupils can flourish academically, socially and emotionally.
- Display, teach and consistently refer to the school's behaviour expectations and classroom routines.
- Build positive, respectful relationships with pupils and families by:
- Greeting pupils warmly at the start of each day and lesson.
- Establishing, teaching and consistently reinforcing clear routines and expectations.
- Communicating expectations clearly and adapting support to meet the needs of all learners.

- Recognising, celebrating and promoting positive choices through praise and encouragement.
- Responding consistently to low-level disruption in line with the Behaviour Policy.
- Modelling kindness, consideration and respect in all interactions.
- Ensuring every child feels valued, supported and able to make a positive fresh start.
- Using praise, encouragement and positive reinforcement to motivate pupils and promote success.

7.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. We recognise that young carers, looked-after children, social worker involvement and vulnerable households may impact behaviour.

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 safeguarding and child protection policy for more information, which is available on our school website.

7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

At St Peter's CofE Primary School, we believe that positive behaviour creates a calm, safe and purposeful environment where all children can flourish. Guided by the words of Jesus in Matthew 7:12, *"Do to others what you would have them do to you,"* we actively recognise and celebrate pupils who demonstrate behaviour that reflects our Christian values and contributes positively to our school community.

All pupils begin each day and session on Green, with the expectation that every child has the opportunity to succeed and end the day positively. We encourage all pupils to strive for and maintain 'Good to be Green' status through their learning, conduct and interactions with others.

When pupils demonstrate positive learning behaviours, kindness, respect, honesty, perseverance, responsibility or other behaviours that reflect our Christian values, staff will provide specific praise to reinforce these choices. Recognition may include verbal praise, stickers, Dojo points and other rewards. Staff are encouraged to identify and name the

positive behaviour being demonstrated so that pupils clearly understand what has been successful.

Pupils may be recognised through:

- **Stickers** awarded at staff discretion for demonstrating positive learning behaviours, excellent conduct, effort, achievement or behaviour in line with the school's Christian values.
- **Celebration Assembly** recognition for pupils who consistently demonstrate the school's Christian values and contribute positively to school life. Every child will receive at least one nomination and certificate during the academic year.
- **100% Good to be Green Certificates**, awarded to pupils who maintain Green status throughout the year.
- **Class Dojo Points**, which contribute to individual reward milestones:
    - **150 points** – Bronze Award
    - **300 points** – Silver Award
    - **500 points** – Gold Award

Each award is linked to a pupil reward, with rewards reviewed and agreed by the School Council to ensure they remain meaningful and motivating for our pupils. Through celebrating positive behaviour, we aim to encourage pupils to make choices that support their own learning, contribute positively to the school community and reflect the Christian values at the heart of St Peter's CofE Primary School.

7.4 Responding to misbehaviour

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

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

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

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

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

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

At St Peter's CofE Primary School, we use a staged approach to promote positive behaviour. The approach is designed to help pupils understand expectations, reflect on their choices and receive appropriate support to return to positive behaviour.

At every stage, staff will consider the pupil's age, individual needs, communication and emotional regulation. Responses will be calm, proportionate and consistent, while maintaining the safety and wellbeing of pupils and staff.

Stage 0: Good to Be Green

All pupils begin each day and session on Green. Staff clearly teach and reinforce behavioural expectations, actively notice positive behaviour and use specific praise to help pupils remain on Green.

At the end of each day, classes will celebrate pupils who have remained Green all day. These pupils will receive a designated Dojo point.

Stage 1: Reminder

For low-level behaviour concerns, the pupil will receive a calm and supportive reminder of the behaviour expected:

> *"I am reminding you that you need to…"*

The pupil will be given an opportunity to respond positively. When the appropriate behaviour is demonstrated, staff will acknowledge this with specific praise and a positive response such as, "Thank you for making the right choice."

Stage 2: Verbal Warning and Yellow Card

If the behaviour continues after a reminder, or a more significant concern occurs, the pupil will receive a clear verbal warning. This will be given discreetly wherever possible:

> *"You have chosen not to… Your name will now be moved to Yellow. Take some time to think about what you need to do to make a positive choice."*

A short period of reflection or time away from the immediate situation may be used when appropriate. The pupil will display a Yellow warning card on the class Good to Be Green chart.

The Yellow card provides an opportunity for the pupil to pause, reflect and change their behaviour. As soon as the pupil demonstrates positive behaviour, they may return to Green. If the pupil remains on Yellow at the end of the day, this will be recorded on ClassDojo.

Stage 3: Emotion Coaching and Red Consequences

Where a pupil repeatedly demonstrates the same Yellow behaviour or displays a serious behaviour, staff will use emotion coaching wherever appropriate to understand the situation, support regulation and reduce the likelihood of further escalation.

Staff will:

1. Observe the pupil and assess the situation.
2. Listen and connect with the pupil.
3. Acknowledge and empathise with their feelings.
4. Help the pupil identify and name the emotion, using language such as, "I wonder if you are feeling…"
5. Support the pupil to regulate, problem-solve and identify a more appropriate response.

Every reasonable opportunity will be provided for the pupil to regulate, make a positive choice and return to Green. Where a serious incident has occurred, an appropriate consequence may still be necessary even if the pupil subsequently regulates.

A Red card will be recorded on ClassDojo, with a brief factual account shared with parents, following serious behaviour such as:

- Deliberate physical aggression, including fighting, hitting, slapping, punching, scratching, kicking, biting, pinching, choking or spitting.
- Serious or threatening behaviour towards another person.
- Deliberate or significant damage to property.
- Bullying, defined as behaviour that is deliberate, repeated over time and involves an imbalance of power.
- Discriminatory or abusive language, including racist, sexist or homophobic comments.
- Any other behaviour that presents a significant risk to the safety or wellbeing of pupils or adults.

Stage 4: Positive Behaviour Chart and Pastoral Support

Where a pupil demonstrates a pattern of Yellow or Red behaviours, the Headteacher or another senior leader will be informed. The class teacher will contact the pupil's parents and arrange a meeting to discuss the concerns and agree the next steps.

The pupil may be placed on a Positive Behaviour Chart for five school days. The chart will include a specific, achievable target designed to support the pupil in improving their choices. Progress will be reviewed with the pupil and shared with parents each day.

If the pupil achieves the target in at least 80% of sessions, equivalent to 32 out of 40 sessions, the chart will end and the pupil's progress will be monitored during the following week.

Where progress is significantly below 80%, the target may be broken down into smaller, more achievable steps and the chart continued. If the pupil does not achieve the agreed target after two weeks, the Headteacher or Deputy Headteacher will be informed. Weekly meetings with parents may be introduced and a pastoral support plan developed.

If a pupil receives two or more Red cards within one week, the Headteacher or Deputy Headteacher will be informed. A meeting will be held with parents, and additional support, supervision or proportionate consequences may be introduced. Any arrangements will take account of the pupil's individual needs and must not prevent access to essential curriculum provision.

Stage 5: Individualised and External Support

Where concerning behaviour is persistent, frequent or complex, the school may seek additional advice and support. This will be coordinated by relevant staff, which may include the SENCo or the Designated Teacher for Children Looked After and Previously Looked After.

Depending on the pupil's needs and circumstances, support may be sought from appropriate services, including:

Early help or family support services.
Counselling or therapeutic services.
Child and Adolescent Mental Health Services or the Primary Mental Health Team.
The Virtual School.
Social care.
Specialist SEND services.
Oakfield or another specialist setting.
An educational psychologist.

An Individual Positive Behaviour Plan may be introduced where a pupil requires an approach that differs from, or adds to, the whole-school system. The plan will identify the pupil's needs, triggers, preventative strategies, regulation support, agreed adult responses and any designated safe or calming spaces.

The plan will be developed in consultation with parents and relevant professionals and shared with all staff working with the pupil. It will be reviewed regularly.

Where an individual plan includes physical intervention or Team Teach strategies, these must be consistent with the school's relevant policies and risk assessments. Only suitably trained and authorised staff may use such techniques.

Stage 6: Suspension

A suspension, including a lunchtime suspension where appropriate, may be considered in response to serious behaviour or persistent breaches of the Behaviour Policy.

The school recognises that Children Looked After and Previously Looked After may be particularly vulnerable to suspension. Where such a pupil is at risk of suspension, the school will use all reasonable and practicable measures to maintain their education and support them to remain in school safely.

The school will consult relevant professionals, which may include parents or carers, social workers, the Virtual School and the local authority. Current statutory guidance and the school's suspension and permanent exclusion procedures will be followed.

Stage 7: Permanent Exclusion

Permanent exclusion will only be considered in response to a serious breach, or persistent breaches, of the school's Behaviour Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Any decision to permanently exclude a pupil will be made by the Headteacher in accordance with current statutory guidance and the school's relevant policies and procedures.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 Restrictive Interventions, including Reasonable Force

Restrictive interventions are used to prevent, restrict or subdue movement of the body or part of the body of the pupil.

7.5.1 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

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

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Always be recorded and reported to parents/carers
- Never be used when a pupil is on the ground other than to move to a safer position as quickly as possible
- Never restrict breathing, circulation or airway and must never be used as punishment.

In line with statutory requirements from September 2025, all significant incidents involving the use of reasonable force will be recorded and reported to parents/carers, unless doing so would place the child at risk."

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

All incidents involving the use of reasonable force, restraint, seclusion or any other significant restrictive intervention will be recorded in accordance with the school's Restrictive Interventions Policy.

The record will include the reason for the intervention, the actions taken and any follow-up support required. Parents/carers will be informed of any significant incident involving reasonable force, restraint or seclusion as soon as reasonably practicable.

Following any incident, the school will consider whether additional support, risk assessment, reasonable adjustments or behaviour planning are required to reduce the likelihood of recurrence. Incident data will be reviewed by senior leaders to monitor patterns and promote safe and appropriate practice.

For more detail refer to Restrictive Intervention Policy.

7.5.2 Seclusion

Seclusion is a non-disciplinary intervention used only where it is necessary to protect the safety and wellbeing of a pupil and/or others. It is not a punishment, sanction, consequence or behaviour management strategy and must never be used as a response to deliberate or wilful misbehaviour. Seclusion will only be considered where a pupil is experiencing significant emotional or behavioural dysregulation and there is a risk of harm that cannot be managed safely through less restrictive measures.

The school is committed to using preventative and de-escalation strategies to minimise the need for seclusion. Where seclusion is considered necessary:

- It will be used for the shortest possible time
- It will only be used when other appropriate strategies have been attempted or are not reasonably practicable
- It will be proportionate to the level of risk presented
- It will be carried out in a manner that preserves the dignity, welfare and rights of the pupil
- It will take account of any known vulnerabilities, including SEND, medical conditions, trauma history, communication needs and mental health needs.

Where seclusion is used:

- The pupil will be supported in a safe and suitable location
- The pupil will be continuously supervised by an appropriate member of staff
- Staff will maintain communication and reassurance wherever appropriate
- The pupil will be allowed to leave as soon as the immediate risk of harm has reduced, and it is safe to do so
- The pupil will continue to receive appropriate care, support and access to basic needs throughout the period of seclusion.

Following any incident of seclusion:

- The incident will be recorded on the school's behaviour and safeguarding systems
- Parents/carers will be informed as soon as reasonably practicable
- A debrief will take place with the pupil and involved staff

- The school will consider whether any additional support, risk assessment, behaviour support plan, safeguarding response or reasonable adjustments are required to reduce the likelihood of future incidents
- Patterns and trends in the use of seclusion will be monitored by senior leaders as part of the school's behaviour, safeguarding and equality monitoring arrangements.

Seclusion will always be used in accordance with the school's Restrictive Interventions Policy and relevant statutory guidance.

7.6 Searching, screening and confiscation

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

Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or

deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – eg "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

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

The authorised member of staff may use a metal detector to assist with the search.

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

'Outer clothing' includes:

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

Searching pupils' possessions

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

- Desks
- Lockers
- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

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

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

Informing the designated safeguarding lead (DSL)

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

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

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

Informing parents/carers

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

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

Support after a search

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

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

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school

premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

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

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, before the strip search takes place, staff will contact at least one of the pupil's parents/carers to inform them that the police are going to strip search the pupil and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school cannot get in touch with the pupil's parents/carers, or if they are not able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

Who will be present

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

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

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

If this is the case, a record will be made of the pupil's decision, and it will be signed by the appropriate adult.

No more than two people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlements and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex.

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search

After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

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

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

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (eg school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school.

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

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- The creation, possession or sharing of deepfakes, manipulated images, AI-generated abuse, explicit AI content and impersonation
- It is abusive, harassing, misogynistic and discriminatory online communications.

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the Headteacher make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
- Sexist language, misogyny, misandry and gender-based harassment will be challenged and addressed at the earliest stage
- Sexual harassment will never be dismissed as "banter", "part of growing up" or "boys being boys"
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police.

Please refer to our safeguarding and child protection and safeguarding policy on the school website for more information.

7.11 Malicious allegations

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

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

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

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Our policy on Allegations of Abuse Made Against Staff contains more information on responding to allegations of abuse against staff.

7.12 Child-on-child abuse

The school recognises that children can abuse other children and that child-on-child abuse can happen both inside and outside school, including online. Child-on-child abuse will never be tolerated, dismissed as "banter", "part of growing up" or "just having a laugh", and all concerns will be taken seriously.

All staff are expected to challenge inappropriate behaviours and respond promptly to any concerns. The school recognises that early intervention is essential in preventing abusive behaviours from escalating.

Child-on-child abuse may include, but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between children
- Physical abuse, including serious physical assault or threats of violence
- Sexual violence and sexual harassment
- Harmful sexual behaviour
- Upskirting
- Initiation or hazing-type behaviours and rituals
- Misogynistic, misandrist, sexist or discriminatory behaviours
- Consensual and non-consensual sharing of nude or semi-nude images, including AI-generated, digitally altered or deepfake imagery
- Abusive, harassing or threatening online behaviour.

The school adopts a zero-tolerance approach to sexual violence and sexual harassment. Any reports will be managed in line with the school's Safeguarding and Child Protection Policy and may also result in behaviour sanctions where appropriate.

Where a child-on-child incident raises safeguarding concerns, the welfare of all children involved, including both the victim and the alleged perpetrator, will be considered. The school will provide appropriate support, make referrals where necessary and work closely with parents/carers and external agencies as appropriate.

Further information about the prevention, identification and management of child-on-child abuse is set out in the school's Safeguarding and Child Protection Policy.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break, after school or on weekends during term time by the Headteacher or the Deputy Headteacher.

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

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

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

8.2 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space.

Pupils who have been removed from the classroom are supervised by Paul Bolstridge or Samantha Howard and will be removed for a maximum of 30 minutes.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

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

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

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

- Use of teaching assistants
- Short-term behaviour reports
- Long-term behaviour plans
- Risk Assessments where approrpiate
- Multi-agency assessment.

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

8.3 Suspension and permanent exclusion

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

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

Please refer to our Suspensions and Permanent Exclusions Policy for more information: Suspensions-and-Permanent-Exclusions-Policy-August-2026-wh.pdf

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

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

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring. This will include behaviour support plans, trigger identification, proactive support and planning to reduce restrictive interventions.

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

The school recognises that behaviour is a form of communication and that some pupils with SEND may display behaviours linked to unmet needs, anxiety, sensory differences, communication difficulties or challenges with self-regulation. We are committed to identifying and reducing potential triggers before behaviour escalates.

Our approach includes:

- Working closely with pupils, parents/carers and external professionals to identify triggers, needs and effective support strategies.

- Using individual behaviour support plans, risk assessments and pastoral support plans where appropriate.
- Providing predictable routines, clear expectations and visual supports to reduce anxiety and support understanding.
- Offering short, planned movement breaks and sensory regulation opportunities for pupils who find it difficult to remain seated or focused for extended periods.
- Making reasonable adjustments to seating arrangements, classroom environments and learning activities to meet pupils' sensory, communication, physical or medical needs.
- Adjusting uniform expectations where necessary for pupils with sensory processing difficulties, medical conditions or disabilities.
- Providing access to calm spaces, sensory areas or nurture provision where pupils can regulate their emotions and re-engage with learning.
- Delivering ongoing staff training to increase understanding of SEND, including conditions such as autism, ADHD, speech and language difficulties, attachment needs and social, emotional and mental health needs.
- Using de-escalation strategies, restorative approaches and supportive adult relationships to help pupils regulate their behaviour.
- Seeking advice from external agencies, including educational psychologists, specialist teachers and health professionals, where additional support is required.

Reasonable adjustments will always be tailored to the individual needs of the pupil and reviewed regularly to ensure they remain effective. This approach supports the school's duty to make reasonable adjustments and helps pupils with SEND access education successfully.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

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

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

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

9.3 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, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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

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

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

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

10. Supporting pupils following a sanction

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

The school is committed to supporting pupils to successfully reintegrate into school following removal from the classroom, attendance at an alternative setting under off-site direction, or a suspension. Reintegration will be planned carefully and tailored to the individual needs of the pupil to promote success, strengthen engagement with learning and reduce the likelihood of further incidents.

Our approach may include:

- A reintegration meeting involving the pupil, parents/carers and relevant staff to review the circumstances, identify support needs and agree expectations.
- A personalised reintegration plan with appropriate support, reasonable adjustments and clear success criteria.
- Daily or regular check-ins with the class teacher, SENDCo or another identified trusted adult.
- A report card with personalised behaviour, attendance or learning targets that are reviewed regularly with the pupil and shared with parents/carers.
- Additional nurture, wellbeing or SEND support where appropriate.
- Reviews of behaviour support plans, risk assessments and SEND provision to ensure underlying needs are identified and addressed.
- Close communication with parents/carers and external agencies where appropriate.
- Ongoing monitoring of attendance, behaviour, wellbeing and engagement, with support adapted as required.

When planning reintegration, the school will take account of any SEND, disability, safeguarding concerns or other individual circumstances and will work collaboratively with pupils and families to ensure a successful return to learning.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- restrictive interventions
- trauma-informed practice
- safeguarding updates
- online safety
- AI-related safeguarding training.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

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

The data will be analysed every half term by Paul Bolstridge – Headteacher.

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

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

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

13.2 Monitoring this policy

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

14. Links with other policies

This behaviour policy is linked to the following policies:

- Suspensions and Exclusions Policy
- Safeguarding and Child protection Policy
- Mobile Phone Policy
- Restrictive Interventions Policy.

15. Written Statement of Behaviour Principles

At St Peter's Church of England Primary School, we believe that every child is created in the image of God and should be treated with dignity, kindness and respect. Guided by our Christian values and the words of Jesus, "*Do to others as you would have them do to you" (Matthew 7:12)*, we are committed to creating a calm, safe and inclusive environment where all members of our school community can flourish.

We believe that:

- Every pupil has the right to feel safe, valued and respected, and to learn in an environment free from disruption.
- High expectations of behaviour support pupils to learn, develop positive relationships and achieve their full potential.
- All members of the school community should be treated fairly and with respect, regardless of their background, needs or circumstances.
- Staff should model the conduct, language and attitudes we wish to see in our pupils.
- Behaviour expectations, routines, rewards and consequences should be applied consistently and fairly.
- Pupils should be taught, supported and encouraged to take responsibility for their actions and to repair relationships when things go wrong.
- Positive relationships between home and school are essential, and parents and carers should be involved in supporting pupils' behaviour and wellbeing.
- Reasonable adjustments and appropriate support will be provided where needed so that all pupils, including those with SEND, can succeed within the school's expectations.
- Suspension and exclusion will only be considered when necessary and as part of a clear process that prioritises the safety, wellbeing and education of all pupils.

Through partnership between pupils, staff, governors and families, we aim to foster a culture of kindness, responsibility, self-discipline and mutual respect, enabling every child to flourish academically, socially and spiritually.

The Board of Trustees and Local Governing Committee also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.