

# Greenvale Primary School



## Behaviour for Learning Policy

Policy Date	September 2025
Signed by Headteacher	Mrs A Allnutt
Review Date	September 2026

Updated January 2026 linking DfE updated guidance on Restrictive Intervention from 1<sup>st</sup> April 2026

## 1. Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: care, respect and concern for oneself and others, care and respect for property and for the environment. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and in the ways we expect others around us to behave. For this reason it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and well-being.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to reach their full potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

This is outlined in our written statement of behaviour principles (*see appendix 1*)

## 2. Aims

- for every member of the school community to feel valued and respected, and for all persons to be treated fairly
- provide an ethos and environment within which everyone feels safe and which enables everyone to learn effectively
- teach children behaviour that is appropriate to different situations
- raise awareness amongst children of the need to recognise and manage their emotions and reactions
- support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

## 3. 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 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools \(this guidance is valid until 31<sup>st</sup> March 2026\)](#)
- [Restrictive intervention, including the use of reasonable force in schools \(effective 1<sup>st</sup> April 2026\)](#)
- [Supporting pupils with medical conditions at school](#)

- [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 gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

#### **4. Roles, Rights and Responsibilities**

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities. *(see appendix 2)*

##### **Expectations of Adults:**

- Meet and greet every child, every morning.
- All school staff are expected to model positive behaviours and build respectful relationships with pupils.
- Teachers use a whole class recognition system, to promote ownership of behaviours and reward positive behaviours seen throughout the school day.
- All school staff challenge inappropriate behaviour and use a consistent and calm approach when managing behaviour.
- All school staff use consistent language to recognise and promote positive behaviour.
- All school staff use restorative approaches when managing behaviour.

##### **The Head Teacher and The Senior Leadership Team:**

- Provide a visible presence around the school, modelling expected strategies and responses, to promote appropriate conduct.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, stickers and certificates.
- Support teachers and staff in managing children with more complex or challenging behaviours.
- Regularly monitor behaviour management to ensure that this behaviour management policy is consistent delivered across the school
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Ensure that staff training needs are identified and met by providing:

- behaviour management training as part of new staff induction
- regular whole school behaviour management training
- individual behaviour management coaching and/or mentoring

##### **Members of staff who manage behaviour well:**

- Are calm and consistent.
- Promote and acknowledge positive behaviours by deliberately and persistently identifying children doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all children.
- Relentlessly work to build and model mutual respect.
- Demonstrate unconditional care and compassion.

## **Expectations of Children:**

### **Working together as a whole class**

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

### **Working together in groups:**

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from an authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

### **Working alone**

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

### **In the playground**

We would like children to:

- Respect the boundaries by playing on the playground, or the grassy areas
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment

- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the whistle goes, line up at the designated place, in a quiet orderly manner ready to return to the classroom

### **In the hall at lunch time**

We would like children to:

- Walk into and leave the hall quietly
- Sit where the lunchtime staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use the crockery, cutlery and glassware correctly and carefully

### **In assembly**

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

### **On trips or at competitive events**

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept rules
- Encourage and support one another
- Respond quickly to instructions

### **With visitors to the school**

We would like children to:

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

## At other times

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:

- Be respectful towards all adults
- Be considerate towards one another
- Take care of the environment
- Leave equipment alone unless given specific permission to use it

## Whole School Strategies

### 5. Code of Conduct:

We have an agreed code of conduct for the school community.

The school's 'Golden rules' are:

*We look after our school.*

*We are honest.*

*We are helpful.*

*We work hard.*

*We share and have good manners.*

*We listen.*

*We say kind words.*

These are displayed in pictures and texts around the school.

### 6. Support

Children can be supported in behaving as we expect through a range of strategies which can include:

- Playleaders
- Friendship Bench
- Learning Mentors
- Parental involvement in support programmes
- Inclusion Manager/Headteacher involvement in support programmes
- Educational Psychologist and Assessment Service
- Use positive rather than negative phrasing e.g. stand next to me, walk beside me to... stay seated in your chair
- Limited choice e.g. where shall we talk, here or in the library?

We use cards to indicate to children that their behaviours are:

Green	As expected, and for reinforcing the expectation
Amber	As a warning and reminder of our expectations
Red	As an indicator that sanctions/time out will be required

***(See also appendix 3: 30 Second Script and Restorative phrases; appendix 4: Zones of Regulation; appendix 5 RAG cards)***

### 7. Rewards

Teaching staff and pupils are expected to develop a reward system that is used to encourage social or learning behaviours and promote behaviour for learning. There is an emphasis placed on everyone working together to achieve the class reward.

We also recognise children's efforts to behave as expected by:

- Praise for appropriate behaviour
- Drawing the attention of others to their good behaviour
- Rewards including stickers, achievement awards, stars of the week, values award, and the 'wall of fame'
- Certificates are awarded to children during a Friday assembly. The children are selected for an achievement award, a star reader and our school values award. These awards are consistent across KS1 and KS2.
- Rewards are given in accordance with individual support plans when necessary
- Visit to SLT
- Recognition of children who are strong role models/ always make the right choices

## **8. Stepped Sanctions**

Consequences need to be immediate, short and appropriate for the behavior and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

1. 'We' statement
2. Clear choice: that can either go into your pocket or onto my table... then walk away
3. Follow up consequence

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner. Steps 1 and 2 may be skipped when presented with unsafe behaviours

## **9. Classroom Plan (See *appendices 6 & 7*)**

The Classroom Plan is a more detailed sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan is used by every teacher to ensure consistent language and steps are being used throughout the school and expectations and consequences for the children are clear.

As part of the classroom plan, the 30-second script (*see appendix 3*) will be used to reinforce expectations when the behaviour shown is not reflective of our school values. The purpose of the script is to provide a quick, consistent and non judgemental dialogue with the children to encourage positive choices. The scripted response should be delivered calmly in order to prevent escalation.

Unfortunately there are times when agreed rules are not complied with. It is important that children know that unacceptable, disruptive behaviour or a poor standard of application are not tolerated. If a child has seriously breached the code of conduct an ABC behaviour log will be recorded, (*see appendix 9*)

## **10. Behaviour Policy Blueprint (see appendix 8 )**

This is a concise document that all school staff refer to for a consistent approach to the behavioural and emotional needs of the children.

### **Consequences**

**Children must be aware that poor behaviour has a consequence.**

The following lists some sanctions that will be chronologically used. Each child will receive a warning before a sanction is applied. **(See appendices 6 & 7 - Behaviour and Consequences Chart)**

#### **Behaviour Response: Stepped Approach**

4. 'We' statement
5. Clear choice: that can either go into your pocket or onto my table... then walk away
6. Follow up consequence

If the consequence is refused then no issue is made of this, simply a calm reminder that if the child refuses the consequence then there is a clear consequence that will be followed up at a time convenient to the teacher, who then remains calm and continues to teach the children in the class. Language of choice always used so that child is not backed into a corner. Steps 1 and 2 may be skipped when presented with unsafe behaviours.

#### **Sanctions: play and lunch times**

The behaviour system is followed through at play times. Time out may be taken in a variety of places (lunch hall, a bench).

As a means of monitoring playtime behaviour any behaviours will be verbally passed on to the class teacher. If a child has seriously breached the code of conduct they will be sent in to discuss with by a member of SLT or the Inclusion Manager or Headteacher, and an ABC behaviour log will be recorded, **(see appendix 9)**.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play and/or alternative provision.

Parents will be informed if playtime behaviour repeatedly or seriously breaches the code of conduct.

#### **Dealing With misbehaviour or serious misbehaviour**

Serious misbehaviour, in or out of the classroom will be referred to the Head Teacher.

Serious misbehaviour includes stealing, hurting other children, swearing, blatant rudeness, deliberate disobedience or defiance, vandalism, behaviour which persistently impedes others from working, racism or bullying. **(see appendix 10)**

Incidents will be recorded on an ABC log and investigated by the Inclusion Manager and/or Headteacher. Consequences may include loss of play or privileges or withdrawal from class activities and will be dependent upon the nature of the misconduct.

Repeated incidents of behaviour which contravene the code may mean the school seeks the advice of external agencies such as the educational psychologist. A support plan may be drawn up.

Serious one off breaches or repeated breaches of the school rules may lead to a fixed term suspension.

If property has been damaged, then school may ask parents to provide replacements. Children who persistently breach the school rules will have individual support plans drawn up and may follow different steps of interventions and sanctions.

### **Reasonable force; Screening and Searching; Accusations of misconduct; Mobile phones – Smartwatch – Wearable Device**

The DfE require that a school behaviour policy must have regard to the Governing Body's guidance on the above issues. Please **see appendix 11** for these matters.

### **Safeguarding**

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

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

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

Please refer to our Safeguarding and Child Protection policy which is available on our website or the school office.

### **Off-site behaviour**

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

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

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

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

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

### **Online misbehavior**

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

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school

- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

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

### **Suspected criminal behavior**

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 will make the report.

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

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

### **Zero tolerance approach to sexual harassment and sexual violence**

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

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

The school's response will be:

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

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

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

Please refer to our safeguarding and child protection policy for more information which can be found on our website or requested from the school office.

### **Responding to behaviour from pupils with SEND**

#### **Nurture**

At Greenvale, we believe that a nurturing approach to learning, where we focus on emotional needs and development as well as the academic learning of all pupils, is the best way to supporting barriers to learning.

Our Nurture groups 'Robins' is a provision that has positive long term effects on those pupils who are most affected by trauma, family issues or barriers that prevent pupils from thriving. It provides the pupils with the necessary support needed to develop their emotional and social needs and therefore help to remove the barriers to their learning. Robins focus on the Boxall Profile targets and not the academic targets towards ARE. Our Nurture intervention is a tool through which learning can then be achieved.

Once children are back in their classes (usually between 4-7 terms), they are able to access learning and make academic progress.

### **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 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 misbehaviour, and put in place support to prevent these from occurring.

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

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

## **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.

## **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 to create the plan and review it on a regular basis.

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

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

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan. Medway Council SEND team can be contacted via telephone 01634 331123 or via email [sendeducationteam@medway.gov.uk](mailto:sendeducationteam@medway.gov.uk)

## **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.

- Reintegration meetings
- Regular contact with Family Support & Parenting Practitioner

## **Pupil transition**

### **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.

### **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.

## **Training**

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

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

Behaviour management will also form part of continuing professional development.

## **Monitoring and evaluating behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils and governors (via anonymous surveys)

The data will be analysed every term by the Headteacher and Inclusion Manager and this is monitored by the governing body.

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.

**Links with other policies:**

Employee Code of Conduct

ICT and Acceptable Use

Mobile Phone – Smartwatch – Wearable Device

Online Safety

Parent & Visitor Code of Conduct

Restrictive Intervention / Reasonable Force

Safeguarding and Child Protection

Statement of Procedures for dealing with allegations of abuse against staff

Suspension & Permanent Exclusion

## **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 in a nurturing environment
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times and set firm boundaries of acceptable behaviour
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour for learning policy
- The behaviour for learning policy is understood by pupils and staff, enabling all members of the school community to apply its principles fairly and consistently
- The suspensions and exclusions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in suspensions
- Pupils are helped to take responsibility for their actions and to build resilience to outside pressures
- 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.

## Appendix 2:

### Full Definitions of Roles, Rights and Responsibilities

#### The Governing Board

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

#### The Headteacher

- Reviewing this policy in conjunction with the Governing Board
- 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 poor 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 sanctions and support when necessary
- Ensuring that the data from behaviour logs is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

#### Teachers

- agreeing a set of classroom rules with each new class that will allow the teacher to teach and the learners to learn and that will ensure a safe environment for all
- ensure the school code and class rules are understood and enforced in their class, and that their class behaves in a responsible manner during lesson time
- have high expectations in terms of behaviour, and strive to ensure that all children work to the best of their ability
- arrive in class in time
- know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons
- inform parents about expected behaviour and seeking their support
- avoid use of confrontational language
- use proximal praise to reinforce expectations
- ensure all children are noticed and receive attention in class
- treat each child fairly and enforce the rules consistently. Treat all children with respect and understanding
- ensure all adults working with children with SEMH are informed of individual challenges and strategies

- organise the classroom in a way that encourages successful learning by giving attention to:
- space for working and movement
- seating arrangements
- access to materials and equipment
- noise levels
- routines
- plan activities appropriate to the ability, maturity and special educational needs of the children
- be aware of safety issues when planning activities
- establish procedures for giving directions about tasks
- teach children about behaviour skills
- plan and respond to individual needs to learn behaviour skills and self- regulation
- provide opportunities for children to develop different kinds of relationships with one another
- allow children to express their views and feelings and seeking to extend their understanding of relationships through the PHSE curriculum
- be consistent and fair when giving rewards and relevant and proportionate when imposing sanctions
- liaise with external agencies, support teachers, lunchtime staff, parents and the Headteacher as necessary to support and guide the interests of the child
- ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour
- when a child with a specific behaviour management plan transitions to another class ensure that information is passed on. A meeting with the current class teacher, the new teacher and Inclusion Manager is set up.

### **Teaching Assistants/Nursery Assistants**

- being aware of relevant and accepted expectations and reinforcing them
- being consistent and fair when giving rewards and relevant and proportionate when sanctions
- knowing the children as individuals, recognising their characters and taking this knowledge into account when working with them
- being aware of procedures for giving directions about tasks and reinforcing them
- teaching children about behaviour skills and self-regulation
- reassuring, re-focusing and reaffirming tasks set for children
- fulfilling roles identified within SEMH plans for children
- having high expectations of children
- providing opportunities for children to develop different kinds of relationships with one another by encouraging involvement in, for example, playground games and conversation
- allowing children to express their views and feelings and seeking to extend their understanding of relationships through discussion
- responding to children's needs swiftly
- observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- encouraging respectful attitudes for others, the environment, property and equipment

### **Other Staff**

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

#### **Parents and carers:**

- the school work collaboratively with parents that children receive consistent messages about how to behave at home and at school
- we explain the school rules at our introductory parents' meeting and expect the parents to support the school in implementing these
- we build a supportive dialogue between school and home and inform parents appropriately if we have concerns about their child's behaviour or welfare. If the school has to use reasonable sanctions, parents should support the actions of the school. If a parent has any concerns about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If their concern remains they should contact the Chair of Governors
- inform the school of any medical or social circumstance that might affect the behaviour of their child
- provide their child with the opportunity to discuss school so that any worries or concerns are recognised at an early stage
- inform the school of any concerns about their own child's behaviour
- keep in touch with their child's teacher both formally and informally so that their child's interests can be discussed whenever necessary
- support and co-operate with the school in implementing the behaviour for learning policy
- respect the staff of the school and valuing their professional opinions
- promote positive attitudes towards school
- provide a good example of behaviour

#### **Pupils**

- 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 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 in-year arrivals

### Appendix 3: 30 second script and restorative phrases

30 Second Script	Restorative Questions
<p>'I notice you are...'</p> <p>'You are not showing our school value...'</p> <p>'You have chosen to...'</p> <p>'Do you remember when you...(positive remark)'</p> <p>(If child responds)</p> <p>'Wonderful choice, this is who I need to see today, thank you.'</p>	<ol style="list-style-type: none"> <li>1. <u>What has happened?</u></li> <li>2. What/How were you feeling at the time?</li> <li>3. What were you thinking at the time?</li> <li>4. How do you think this made... feel?</li> <li>5. <u>Who has been affected by this?</u></li> <li>6. What do you think caused this?</li> <li>7. <u>How can we put things right?</u></li> <li>8. If this happens again, how could we do things differently?</li> </ol> <p><i>The number of questions to use MUST depend on the age and stage of the child. Those <u>underlined</u> should be used with the youngest children.</i></p>

# The ZONES of Regulation™

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

Appendix 5: RAG cards



## Appendix 6: classroom plan

Behaviour	Action
<p><b>Stage 1</b> Talking, distracting others Slow to complete work Arguing with peers, shouting out Running in inappropriate places Annoying other children</p>	<p><b>Non-verbal</b> A look, standing near the child <b>Verbal</b> Positive praise of child(ren) nearby, reminder of the class rules.</p>
<p><b>Stage 2</b> Continuance of Stage 1 behaviours Continual talking, distracting others Refusal to follow instructions One off harm to another child</p>	<p><b>Verbal</b> Reminder of classroom rules and a warning of time out in the classroom</p>
<p><b>Stage 3</b> Continuance of Stage 2 behaviours Rudeness to staff Throwing small equipment. Disruption to learning Open defiance Occasional harm to another child intimidation / goading of another child Covering up the truth / unable to accept responsibility</p>	<p><b>Time out in class</b>  'Name' you have continued to <b>(action)</b>, you now need to think about making the right choice <b>desired behaviour</b> in time out Praise another child with desired behaviour.</p>
<p><b>Stage 4</b> Persistent repetition of stage 3 behaviours or: Fighting involving the same child(ren) <b>Bullying</b> – ongoing verbal, physical or psychological actions which by intent, make others feel inferior or cause distress by pupil towards another.</p>	<p><b>Sent for time out in another class</b> 'Name' you need to go to time out with (class/teacher) for <b>action</b>. Then you need to (<b>desired behaviour</b>). If you continue to do <b>action</b> then you will... Completion of ABC logs??  <b>Two or more Stage 4 incidents in a week result in Stage 5 sanctions being implemented.</b></p>
<p><b>Stage 5</b> Persistent repetition of stage 4 behaviours or: Deliberate violence towards a child or adult Racist incidents Flight – running away from an adult on a regular basis High level' disruption in class which significantly disrupts and affects the teaching and learning of others <b>Bullying</b> – ongoing verbal, physical or psychological actions which by intent, make others feel inferior or cause distress by pupil towards another.</p>	<p><b>Sent to Head teacher/Deputy head teacher/Inclusion Manager</b> Possible sanctions: Behaviour monitoring for 1 week, working towards a target to improve choices Missed playtime. Lunch to be eaten in isolation with SLT member. Time out in isolation for AM/PM Letter and/or phone call home Meeting with parents/ carers Completion of ABC log <b>Repeated Level 5</b> Lunchtime and playtimes in isolation with SLT</p>
<p><b>STAGE 6</b> <b>National Standard List of Reasons for Suspensions / Exclusions –</b> <b>Physical assault against a pupil or adult –</b> fighting (another child) , violent behaviour, wounding, obstruction and jostling <b>Deliberate verbal abuse / threatening behaviour against pupil or adult –</b> threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation, carrying an offensive weapon <b>Bullying</b> – ongoing verbal, physical or psychological actions which by intent, make others feel inferior or cause distress by pupil towards another. <b>Racist abuse</b></p>	<p><i>Flight – running away from an adult on a regular basis</i> <b>Leaving school grounds Sexual misconduct</b> – sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying, sexual graffiti <b>Drug and alcohol related</b> – possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol abuse, substance abuse <b>Damage</b> – vandalism, arson, graffiti <b>Theft</b> – stealing school property, stealing personal property (pupil or adult), stealing from local shop on a school outing, selling and dealing in stolen property</p> <p><b>Sent to the Head teacher/Deputy Head teacher</b> The head will then decide possible sanction: <b>CONSEQUENCE: Internal suspension, Lunchtime suspension,</b> Internal suspension Lunchtime suspension Letter and/or phone call home Meeting with parents/ carers Fixed term suspension Permanent exclusion</p>

## Appendix 7: Classroom display

Consequence Ladder	
<p><b>Stage 1</b></p>	<p>Reminder of our expectations</p>
<p><b>Stage 2</b></p> <p>(Including continuation of stage 1 behaviours)</p>	<p>Reminder</p> <p>Warning of time out</p>
<p><b>Stage 3</b></p> <p>(Including continuation of stage 2 behaviours)</p>	<p>Time out in class</p> <p>'Name' you have continued to (<b>action</b>), you now need to think about making the right choice (<b>desired behaviour</b>) in time out Praise another child with desired behaviour.</p>
<p><b>Stage 4</b></p> <p>(Including persistent repetition of stage 3 behaviours)</p> <p><i>* Two or more Stage 4 incidents in a week result in Stage 5 sanctions being implemented.</i></p>	<p>Time out in another class</p> <p>'Name' you need to go to time out with (class/teacher) for <b>action</b>. Then you need to (<b>desired behaviour</b>). If you continue to do <b>action</b> then you will...</p> <p>Entry into the ABC behaviour log</p>
<p><b>Stage 5</b></p> <p>(Including persistent repetition of stage 4 behaviours)</p>	<p>Sent to Deputy Head/ Inclusion Manager/ Head Teacher</p> <p>Weekly behaviour check-in with SLT</p> <p>Letter and/or phone call home Meeting with parents/ carers</p> <p>Entry into the ABC behaviour log</p>
<p><b>Stage 6</b></p> <p>Behaviours</p>	<p>Headteacher</p> <p>Suspension decision</p> <p>Formal review meeting with parents, Inclusion Manager and Headteacher</p> <p>Behaviour support involvement and other outside agencies</p>

**Appendix 8: Behaviour Blueprint (following page)**

# Behaviour Blueprint



## Greenvale Primary School

### Every adult will:

- Meet and greet
- Promote positive behaviour and respect
- Praise in public and remind in private
- Model our school values
- Listen

### Our ethos:

- We look after our school.
- We are honest.
- We are helpful.
- We work hard.
- We share and have good manners.
- We listen.
- We say kind words.

### How we recognise children:

- Praise
- Friday assembly awards: Achievement award, Values award
- Recognition of children who are strong role models/ always make the right choices
- Visits to SLT

### Greenvale Values:

**Respect, Readiness, Resourcefulness, Responsibility, Resilience, Reflectiveness**

### 30 second script:

'I notice you are...'  
'You are not showing our school value...'  
'You have chosen to...'  
'Do you remember when you...(positive remark)'  
(If child responds)  
'Wonderful choice, this is who I need to see today, thank you.'

### Restorative conversation:

1. What has happened?
2. What/How were you feeling at the time?
3. What were you thinking at the time?
4. How do you think this made... feel?
5. Who has been affected by this?
6. What do you think caused this?
7. How can we put things right?
8. If this happens again, how could we do things differently?

*The number of questions to use MUST depend on the age and stage of the child. Those underlined should be used with the youngest children.*

### Stepped Sanctions:

1. Reminder of our expectations
2. Reminder: Warning of time out
3. Time out in class
4. Time out in another class, restorative conversation
5. Time out with SLT, weekly behaviour check-in



Any incidents of physical violence, swearing, racism, homophobia would be taken straight to step 5, and a phone call/conversation with parents.



## Appendix 9: ABC behaviour log

GREENVALE PRIMARY SCHOOL ABC BEHAVIOUR LOG			
Name of child:		Class/Year:	
Date:		Adult 1:	
Time:		Adult 2:	
<b>Antecedents/Situations – What happens before the behaviour occurs (triggers)?</b> • Type of Incident/Location/Activity Type			
Known trigger:			

Type of Incident			
Accident		Racist Incident	
Assault - Pupil		Self-harm	
Assault - Adult		Sexualised behaviour	
Biting		Spitting	
Bullying		Swearing	
Complete loss of behavioural control (ASD)		Insolence – Rude or disrespectful	
Damage		Theft	
Defiance		Throwing objects	
Disruptive Behaviour		Verbal abuse	
Fighting		Other (please indicate)	
Location			
Classroom		Playground	
Corridor		Office/reception area	
Hall – Lesson time		To/from school	
Hall – Lunch time		Toilet	
Activity Type			
English		Mathematics	
Assembly		Topic	
Carpet Time		Transition	
Behaviour – Write the words and/or actions observed (what the pupil did/said)			
Consequences			
Cooling off period			
Discussed with child			
Excluded from school			
Parent/Carers Informed			
Class Teacher Discussion with Parent/Carer		Telephone Call	
CPOMS			
ABC logged on CPOMS by office			



**GREENVALE PRIMARY SCHOOL**

**ABC Behaviour Log \*\*MULTIPLE INCIDENTS IN ONE SESSION\*\***

Spitting	Theft	Throwing objects	Other please indicate			
Location (Tick ✓)				Activity Type (✓)		
Classroom	Hall – Lesson time	Playground	To/From School	English	Carpet Time	Topic
Corridor	Hall – Lunch Time	Office/Reception Area	Toilet	Assembly	Mathematics	Transition

## Appendix 9c: ABC Behaviour log analysis

GREENVALE PRIMARY SCHOOL Behaviour Log Analysis		
Date of analysis: Completed by:	Number of logs:	Child and Yr group:
<b>Actions to be completed</b>		
<ul style="list-style-type: none"> <li>Assess log for pattern/trigger</li> </ul>	Date completed	Analysis notes <i>(transition/playtime/subject/AM/PM/sickness)</i>
<ul style="list-style-type: none"> <li>Discussion with child</li> </ul>	Date completed	Analysis notes <i>(home-life/school life/friends/learning)</i>
<ul style="list-style-type: none"> <li>Discussion with teacher and IM together</li> </ul>	Date completed	Analysis notes <i>(outside agencies/behaviour plan/observations/routine change)</i>
<ul style="list-style-type: none"> <li>Parent informed</li> </ul>	Date completed	Analysis notes <i>(behaviour plan/home life)</i>
<b>As a result of the above, the following will be implemented:</b>		
<b>Actions:</b>		<b>Timescale:</b>
<ul style="list-style-type: none"> <li></li> </ul>		
<b>Actions to be completed</b>		
<ul style="list-style-type: none"> <li>Plan analysed after 2 weeks and adjusted if needed after discussion with child</li> </ul>	Date completed	Analysis notes <i>(less behaviours seen/changes to behaviour)</i>

## Appendix 10: Definitions of misbehaviour or serious misbehaviour

**Misbehaviour** is defined as:

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

**Serious misbehaviour** is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour like interfering with clothes
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

### Bullying

**Our curriculum includes progressive lessons throughout the school to inform, educate and therefore prevent bullying and cyber 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: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

## **Appendix 11:**

### **Reasonable force; Screening and Searching; Accusations of misconduct; Mobile phones;**

#### **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
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

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.

#### **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 of the linked guidance above) 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, if appropriate.

#### **Searching a pupil**

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

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

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

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

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

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

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy), 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 isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

### **Searching pupils' possessions**

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

- Desks
- 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 of DfE guidance) 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 1 of the pupil's parents/carers to inform them that the police are going to strip search the pupil, and ask them whether they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/carers, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for information about the role of the appropriate adult).

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

## Who will be present

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

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

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

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

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

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

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

### **Care after a strip search**

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

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

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

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

### **Malicious allegations**

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

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

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

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

Please refer to our child protection and safeguarding policy found on our website and Statement of Procedures for dealing with allegations about staff (which can be obtained from the school office) for more information on responding to allegations of abuse against staff or other pupils.

### **Mobile Phones**

Pupils and staff must adhere to our Mobile Phone policy which can be obtained from the school office.

At present, no pupils are allowed to bring a mobile phone to school.