



# Magdalen Gates Primary School

## Behaviour Policy

Formally adopted by the Governing Board of: -	Magdalen Gates Primary School
Chair of Governors: -	Orla Kennelly and Paul Guille
Approved by: -	Georgia Dale, Jessica Bannister and Kathryn Davenport
Last updated: -	December 2025
Next review date: -	December 2026

## **Vision**

At Magdalen Gates Primary School, we aim to create a welcoming, calm, secure and positive school environment. We are a caring community whose values are built on mutual trust and respect for all. Our behaviour policy sets out how all members of our school can live and work together in a supportive and purposeful way.

Good behaviour in school is central to a good education. We must manage behaviour well so we can provide calm, safe and supportive environments that children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context of our school is vital for all pupils to succeed personally.

Magdalen Gates has an important role, in partnership with families and the wider community, in nurturing mutual respect, responsibility and a positive behaviour ethic. This behaviour policy ensures that pupils, families, staff and visitors understand and adhere to the expectations of our school, and that everyone contributes positively to making the school a safe, calm and productive place to learn.

It is crucial for parents to work positively with the school to support this policy and ensure good behaviour. When parents choose to enrol their child at Magdalen Gates Primary School, they also choose to support the behaviour expectations and systems within it.

## **Inclusion Statement**

Magdalen Gates is an inclusive school where we focus on the wellbeing and progress of every child and where all members of our community are of equal worth. Inclusion does not mean that all children are treated the same. The unique skills, needs and abilities of each child should be recognised, understood, and supported.

Inclusion is not optional. Children have defined entitlements, and the school has legal responsibilities. We are committed to providing an inclusive setting that promotes equality of opportunity, ensuring that all pupils, particularly the most vulnerable, are supported to succeed academically, socially, and emotionally.

We believe that improving outcomes for the most vulnerable groups raises standards across the whole school.

## **Legal Framework**

This policy is based on advice from the Department for Education, including:

- *Behaviour and Discipline in Schools*
- *Searching, Screening and Confiscation (2023)*
- *Equality Act 2010*

- *Use of Reasonable Force*
- *Supporting Pupils with Medical Conditions*
- *SEND Code of Practice*

This policy also reflects statutory duties from:

- Education Act 2002, Section 175 – duty to safeguard and promote welfare
- Education and Inspections Act 2006, Sections 88–94 – duty to regulate behaviour, publish a behaviour policy and behaviour principles
- Local authority guidance on suspensions and permanent exclusions

### **Public Sector Equality Duty**

The Public Sector Equality Duty requires all public organisations, including schools, to:

- Eliminate unlawful discrimination, harassment, and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups

Our approach to equality is based on the following principles:

1. **All learners are of equal value.**  
Whatever their disability, ethnicity, culture, national origin, gender, faith background, or sexual orientation.
2. **We recognise, respect and value difference.**  
Diversity is a strength, and we work to remove barriers that children may face.
3. **We foster positive attitudes and relationships.**  
Promoting mutual respect between groups and communities.
4. **We foster a shared sense of cohesion and belonging.**  
All pupils should feel they belong, are respected and can participate fully.
5. **We have high expectations of all pupils.**  
All children can make good progress and achieve their highest potential.
6. **We work to raise standards for all, particularly the most vulnerable.**  
Improving the quality of provision for the most vulnerable raises standards across the whole school.

## **School Ethos and Values**

At Magdalen Gates, our ethos is shaped by the belief that “**working together gives every child the best.**”

We are a community that places relationships, high expectations and inclusion at the heart of our work. We believe every child deserves:

- **The best education**
- **The best support**
- **The best possible start in life**

We are a diverse and inclusive school where every pupil is valued for who they are. We celebrate difference and ensure all children feel they belong, are respected, and are supported to flourish.

Our values guide the behaviour, attitudes, and culture we expect from pupils, staff, and families:

### **Magdalen Gates Values**

- **Working together** – School and families collaborate to give every child the best.
- **Inclusion and equality** – All children are valued and have equal access to opportunities.
- **Safety, care, and nurture** – Every child is cared for, supported and helped to feel safe and secure.
- **High expectations** – Adults model consistent, respectful behaviour and encourage children to aim high in all they do.
- **Belonging and community** – We build a strong, inclusive community where pupils feel proud of their identity and place in the school.
- **Respect** – Mutual respect underpins all relationships and interactions.
- **Responsibility** – All members of the school community take responsibility for contributing to a calm, purposeful environment.

These values underpin our behaviour culture and guide how pupils and adults act every day. They support our commitment to creating a school where children feel safe, calm, respected and ready to learn.

## **Roles And Responsibilities**

### **The Governing Board**

The Governing Board of Magdalen Gates Primary School is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy with the Headteacher
- Monitoring the effectiveness of the policy
- Holding the Headteacher to account for consistent implementation
- Ensuring statutory duties relating to behaviour, safeguarding and exclusions are met

### **The Headteacher**

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy with the Governing Board
- Ensuring staff take a positive, consistent and proactive approach to behaviour
- Monitoring how effectively the policy is used across the school
- Maintaining high expectations of conduct and learning
- Making decisions regarding internal exclusions, suspensions and permanent exclusions
- Ensuring all staff follow the agreed routines, expectations and quiet transitions
- Ensuring staff receive appropriate training, including Norfolk Steps, safeguarding and SEND

The Headteacher has the statutory authority to maintain good order and discipline and to make decisions related to exclusions.

### **Senior Leadership Team (SLT)**

SLT are responsible for:

- Upholding school-wide expectations and modelling consistent behaviour
- Supporting staff when behaviour escalates
- Making decisions about removal from class, supervision spaces or internal exclusion
- Monitoring behaviour data and identifying patterns or concerns
- Overseeing the use of Restrictive Physical Intervention (RPI) where required
- Supporting parents and ensuring communication is timely and proportionate
- Supporting teachers and support staff to implement graduated responses for pupils with additional needs

### **All Staff**

All staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling calm, respectful behaviour at all times
- Setting and maintaining high expectations for all pupils
- Using agreed routines and quiet transitions to maintain a calm school environment

- Working as a team around each child to support and address behaviour
- Applying restorative approaches to repair harm and rebuild relationships
- Working with the SEND and Inclusion Team to support pupils with specific behavioural needs
- Recording incidents accurately and promptly on CPOMS
- Communicating with parents regularly and proportionately

### **Shared Responsibility**

All staff are expected to take responsibility for managing behaviour in the first instance. Teachers and support staff must use the agreed routines, expectations, strategies, and de-escalation approaches before seeking SLT involvement.

SLT support is part of a graduated response, used when class-based strategies have not been successful, or when a situation requires senior intervention for safety.

### **All staff understand that:**

- Children develop by testing boundaries; it is our response that matters.
- Behaviour should be addressed calmly, constructively and without confrontation.
- Success is measured not by the absence of issues, but by the quality of our response.
- Consistency is key - systems outside this policy should not be used.
- Adults model the standards the whole school will follow.
- Shouting is never acceptable.
- “Shushing” noises are not effective and should not be used.

### **All staff will:**

- Respond to behaviour concerns appropriately
- Address the behaviour
- Avoid confrontation
- Listen carefully
- Establish the facts
- Make judgements only when certain

### **Parents**

Parents are responsible for:

- Informing the school of any changes in circumstances that may affect their child's behaviour or wellbeing
- Working positively with school staff to support their child's behaviour and learning
- Modelling respectful, calm behaviour when communicating with staff
- Reinforcing the school rules and expectations at home
- Attending meetings when requested, especially where behaviour, wellbeing or safety needs to be discussed

## **Rules and Procedures**

Our behaviour policy defines the expected behaviours at Magdalen Gates Primary School. It is centred on what successful behaviour looks like and ensures pupils are taught, reminded, and supported to meet shared expectations.

Pupils are taught that they have a responsibility to follow the school behaviour policy, uphold the school rules, and contribute positively to the school culture.

Rules and procedures are:

- Simple and consistent
- Taught explicitly and practised regularly
- Modelled by all adults
- Reinforced calmly and predictably
- Designed to help all pupils feel safe, ready, and able to learn

Our routines ensure that every child knows what to expect in classrooms, corridors, the playground, the lunch hall and during transitions.

## **School Rules**

Magdalen Gates has **three school rules**:

- **Be Ready**
- **Be Respectful**
- **Be Safe**

These rules are:

- Displayed in every classroom
- Referred to throughout the school day

## **Routines**

Clear, consistent routines help create a calm and predictable environment where all pupils feel safe and ready to learn. At Magdalen Gates, routines are taught, modelled, and practised so that pupils always know what to do, how to do it and what success looks like.

Routines support pupils to:

- Understand expectations
- Move calmly and safely around school
- Transition smoothly between activities
- Feel secure through predictability
- Maximise learning time

All staff follow the same agreed routines to ensure consistency across the school.

## **Transitions and Movement Around the School**

Magdalen Gates staff and pupils always maintain a calm and quiet learning environment.

- Whisper-level voices are expected in hallways and communal areas
- Talking loudly or shouting disrupts learning and is not acceptable

All staff must insist on whisper-level transitions, including movement from the playground to classrooms. If pupils use talking voices, staff stop them and, modelling a whisper, remind them that they can whisper or choose not to talk.

This expectation applies to all pupils, not just those in your class. To ignore it is to condone it.

## **Classroom Routines and Expectations**

Classrooms should be calm, purposeful, and predictable. Teachers establish and rehearse routines for:

- Entering the classroom
- Getting ready to learn
- Using equipment safely
- Asking for help
- Moving to different learning spaces
- Tidying and ending lessons
- Leaving calmly
- Responding to instructions the first time

Classroom organisation supports positive behaviour by:

- Providing clear, accessible resources
- Reducing clutter and uncertainty
- Encouraging independence
- Supporting on-task learning

Teachers at Magdalen Gates will:

- Use calm, consistent signals to gain attention
- Expect quiet, respectful listening when addressing the class
- Never shout to manage behaviour
- Start lessons on time
- Be prepared with resources organised
- Give clear learning intentions and instructions
- Actively engage pupils and provide appropriate challenge
- Reinforce expectations using specific praise linked to school rules
- Ensure learning time is not lost to low-level disruption
- Report and address all bullying, racism, cyber-bullying and unkind behaviour without delay

## **Playground and Lunchtime Routines**

To promote positive behaviour:

- Pupils are supervised while lining up
- Pupils are supervised during eating
- Pupils are supervised as they move to playgrounds
- Pupils are supervised during play
- Adults use consistent reinforcement strategies and agreed sanctions

Where a pupil displays aggressive, violent, or verbally abusive behaviour, they may be withdrawn from the playground to ensure safety. Each case is considered individually by the Senior Leadership Team.

## **Behaviour as a Curriculum**

At Magdalen Gates, behaviour is taught as part of a planned behaviour curriculum. Pupils are explicitly taught the routines, expectations, and social skills they need to succeed. This teaching happens through daily interactions, modelling, RSHE lessons, assemblies, and the consistent use of shared language across the school.

Pupils are guided to understand their feelings, make positive choices, take responsibility for their actions, and contribute to a calm, respectful school environment. We teach, model and practise behaviour in the same way we teach any other key skill.

The behaviour curriculum also includes explicit teaching about respect, diversity, and anti-bullying through PSHE/RSHE and assemblies.

## **Zones of Regulation**

Magdalen Gates staff have received training in the Zones of Regulation and are building this approach into daily practice.

The Zones help pupils to:

- Notice and name how they are feeling
- Understand that feelings change and can be managed
- Use strategies to regulate and feel calmer
- Return to being ready to learn

Staff may use the Zones in individual check-ins, small-group regulation, calm spaces or through simple visual prompts. Displays in classrooms support children to recognise and talk about their feelings.

Pupils are taught that feelings are valid, but feelings do not excuse unsafe behaviour. Adults help pupils regulate and make safe, respectful choices.

## **Positive Framing and Restorative Approach**

Staff use Positive Framing to guide pupils back on track, focusing on what they can do and the next steps they need to take. Feedback is calm, specific, and anchored in belief in the pupil's ability to succeed.

When behaviour affects others, restorative conversations are used to repair relationships and rebuild trust.

## **Rewards**

Positive reinforcement encourages pupils to repeat positive behaviour and embed strong habits. Recognition helps all staff reinforce school expectations clearly, fairly, and consistently.

All adults use specific praise, naming exactly what the pupil is doing well.

### **Rewards for Individuals**

- Golden Tickets for significant effort, kindness, progress, or positive behaviour
- Postcards Home to celebrate proud moments
- Recognition Time with SLT (celebration chat, hot chocolate, sharing work, responsibility)
- Attendance recognition for high or improving attendance
- Individual verbal praise

### **Rewards for the Class**

- Simple class reward systems (marbles, tokens, pom-poms)
- A class celebration when the target is met
- Weekly Attendance Trophy

### **Rewards for Positive Learning**

- Positive verbal feedback
- Work displayed as a model
- Work shared with SLT
- Work photocopied and sent home when appropriate

In addition to individual and class rewards, the school will celebrate cultural diversity and inclusivity through recognition of behaviours that promote equality and respect for all backgrounds.

## **Consequences**

### **Reasonable and Proportionate Consequences**

All consequences at Magdalen Gates are reasonable, proportionate and take into account the pupil's age, developmental stage, SEND needs, context, and any safeguarding considerations.

Unacceptable behaviour is behaviour that does not follow our school rules: **Be Ready, Be Respectful, Be Safe.**

Staff respond to unacceptable behaviour in a consistent, fair, and calm manner. Pupils must understand that behaviour has consequences.

Sometimes removal from class is necessary to maintain safety or learning. Once the pupil is calm, a brief restorative conversation takes place.

If behaviour persists or escalates, further consequences may be required. All significant decisions are made by the Pastoral and Senior Leadership Team.

All consequences are followed by a restorative conversation so pupils can learn from the incident and repair any harm caused.

### **Magdalen Gates Behaviour Management Steps**

Staff follow these steps in response to unacceptable behaviour:

- Private verbal reminder or correction
- Pupil works temporarily in another class to reset
- Work completed during break or lunchtime (when appropriate)
- Referral to Pastoral or Wellbeing Team
- Referral to Senior Leadership Team
- Phone call home to parents/carers
- Meeting between SLT and parents/carers
- Positive Behaviour Support Plan
- Withdrawal of privileges (clubs, non-essential trips)
- Internal suspension (internal exclusion)
- External suspension (fixed-term exclusion) – last resort, in line with LA guidance

A detailed breakdown of behaviours and responses can be found in Appendix A.

Most behaviour incidents are minor and resolved quickly. Where behaviour is persistent or escalates, staff review teaching, routines, curriculum, and environment, and involve SENDCo or external agencies when needed.

### **Persistent Unacceptable Behaviour at Break and Lunchtimes**

When persistent issues occur during break/lunchtime, staff inform the Senior Leadership team.

Possible responses include:

- Restricting access to specific equipment
- Withdrawal from the playground for an agreed period
- Placement in Indoors or Lunch Club as a preventative measure
- Working in the SLT office.

### **Sexualised Behaviour and Discriminatory Incidents**

Magdalen Gates does not tolerate any form of sexualised behaviour, sexual harassment, racist language, racism, prejudice-based bullying or any discriminatory behaviour towards another pupil or adult. These incidents are taken very seriously because they cause harm, undermine safety and damage relationships in our school community.

All incidents are logged on CPOMS and shared with the DSL straight away. They are managed through this Behaviour Policy and the school's Safeguarding and Child Protection Policy, and external agencies may be involved when needed.

Our response will always be clear, consistent, and proportionate. Serious sanctions may be used where needed to keep pupils safe and uphold our values of respect, equality, and inclusion.

This applies to behaviour in school and online behaviour that affects pupils' wellbeing, relationships, or the wider school community.

We work closely with pupils and families to make sure children understand the seriousness of these behaviours, repair harm and prevent them from happening again.

### **Fixed-Term and Permanent Exclusions**

Magdalen Gates Primary School aims to avoid exclusion wherever possible. We use restorative approaches to resolve issues, repair harm, and support pupils to remain successfully included in school.

However, in some circumstances exclusion may be necessary to ensure the safety of pupils and staff or to maintain an orderly and secure learning environment. When considering exclusion, the school follows the statutory national guidance and Norfolk County Council procedures.

We refer to the Department for Education guidance *Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units*, and we only use exclusion where it is lawful, reasonable, and fair.

### **Authority to Exclude**

- Only the Headteacher may exclude a pupil.
- The Headteacher may issue one or more fixed-term (suspension) exclusions for up to 45 days in a school year.
- In exceptional circumstances, the Headteacher may permanently exclude a pupil.
- A further fixed-term exclusion may be issued immediately after the first if new evidence comes to light.
- A fixed-term exclusion may be converted to a permanent exclusion if appropriate.

### **Informing Parents/Carers**

If the Headteacher excludes a child:

- A member of SLT will inform parents/carers immediately and clearly explain the reason for the exclusion.
- Parents/carers will be informed of their right to make representations to the governing body.
- Written confirmation will be provided, including the reason for exclusion, the length of the exclusion and details of how to make representations.
- Parents/carers will be informed of their right to request the pupil's school record.

Upon return from exclusion, pupils attend a restorative reintegration meeting with a parent/carer to ensure a positive and successful return to school.

### **Informing the Local Authority and Governing Body**

The Headteacher must notify the Local Authority and governing body:

- Of any permanent exclusion
- Of any fixed-term exclusion of more than 5 days in a term
- Of any exclusion that results in missing a public exam
- Of any fixed-term exclusions totalling more than 15 days in a term (this triggers a governing body review meeting)

Governors' Discipline Committee

The governing body has a Discipline Committee made up of 3–5 governors. Their role is to:

- Consider parental representations
- Review exclusions when required by law
- Ensure decisions are lawful, reasonable, and fair

When the committee meets, they consider:

- The circumstances of the exclusion
- Representations from parents/carers
- Representations from the school and Local Authority
- Whether the exclusion decision should be upheld or overturned

If the governors' panel decides the pupil should be reinstated, the Headteacher must comply with this ruling.

### **Monitoring and Evaluating Behaviour**

The school reviews behaviour regularly using CPOMS data, attendance, internal suspensions, removals from class, restorative conversations, parental feedback, and pupil voice. Patterns are analysed termly to identify pupils who may need additional support and to evaluate the impact of routines, expectations, and interventions.

Behaviour data will also be reviewed by pupil groups (SEND, EAL and Pupil Premium) to identify any patterns or disproportionality and to inform targeted support.

### **Use of Mobile Phones, Cameras, and Other Technology in School**

- Pupils are not permitted to use mobile phones, cameras, or any type of recording device in school.
- Taking photographs, filming, or recording on school premises is prohibited. This breaches privacy, data protection requirements, and child protection legislation.
- Using or sharing images, videos or voice recordings of pupils or staff without consent is not allowed and will be treated as a safeguarding concern.

Pupils who bring a mobile phone to school must hand it in at the school office on arrival. Phones are stored safely during the school day and returned to pupils at home time.

This ensures that phones are stored securely and cannot be accessed or used during the school day.

Any pupil found using a phone or recording device in school will have it confiscated, and parents will be contacted.

### **Unacceptable Behaviour Online**

Nationally, there has been a significant increase in abusive and bullying behaviour online, including the sharing of inappropriate or harmful content by children of primary age.

Parents are responsible for all online behaviour that occurs outside the school day and off school premises. However, online incidents often affect children's wellbeing, safety, and relationships in school.

The school may apply sanctions when online behaviour outside school:

- Causes harm to another pupil
- Poses a threat to a pupil's safety or wellbeing
- Has a negative impact on learning or relationships in school
- Undermines the orderly running of the school

Where online behaviour raises safeguarding or criminal concerns, the school may refer to:

- CADS (Children's Advice and Duty Service)
- CEOP (Child Exploitation and Online Protection Command)
- The police

The school will provide clear guidance and signpost parents to appropriate support to help them understand the risks of online behaviour and effective strategies to safeguard their children.

### **Parental Responsibility for Online Behaviour**

Primary-aged children do not need a mobile phone, and do not have a right to social media or private online communication. Decisions around access to devices and platforms sit fully with parents.

Parents must consider the significant risks before giving their child access to mobile phones, messaging apps, online gaming, or social media.

The school strongly advises parents to protect their children by:

- Limiting screen time and preventing device access overnight
- Setting parental controls, privacy settings and content filters
- Monitoring online activity, including daily checking of messages
- Checking age ratings and ensuring apps/platforms are age-appropriate
- Talking regularly with their child about online safety
- Ensuring children know how to report or block inappropriate content

These steps help keep children safe and reduce the likelihood of online behaviour affecting learning, wellbeing, or friendships in school.

### **Behaviour Outside School**

Pupils are expected to behave well outside school as well as inside school. Behaviour should be safe, orderly, and respectful of the community.

The school may apply consequences for behaviour outside school where the behaviour:

- poses a threat to another pupil or member of the public
- adversely affects the welfare of a pupil
- brings the school into disrepute
- threatens the safe or orderly running of the school

Where appropriate, the school may investigate out-of-school incidents and apply sanctions lawfully and proportionately, including exclusion when necessary.

### **Norfolk Steps**

Magdalen Gates uses the Norfolk Steps approach to behaviour management. Training is refreshed periodically.

The approach promotes calm, consistent behaviour support through:

- conflict de-escalation
- calm body language
- use of the Norfolk Steps de-escalation script
- safe, positive handling
- restorative debriefing
- clear risk management for foreseeable behaviours

### **Principles agreed by all staff:**

- Speak to children respectfully and calmly
- Reduce, not escalate, conflict
- Use a calm stance and the de-escalation script
- Allow recovery time followed by a restorative debrief
- Complete Risk Management Plans when foreseeable risks exist
- Only trained staff use physical intervention
- Act proactively to avoid conflict where possible
- Record all significant incidents on CPOMS

### **Norfolk Steps De-escalation Script**

1. Child's name
2. "I can see something has happened."
3. "I'm here to help."
4. "Talk and I'll listen."
5. "Come with me and..."

The script is repeated without variation until the child is ready to move to safety or calm.

## **Physical Restraint**

Physical intervention is used only as a last resort when a pupil's behaviour presents a serious risk.

Restraint may be used to prevent:

- harm to another pupil or staff member
- self-harm
- unsafe climbing
- absconding into unsafe areas (e.g. roads)
- use of objects as weapons

Only trained Norfolk Steps staff may restrain a child.

When restraint is used:

- It must be the minimum force for the minimum time
- Dignity and safety must be upheld
- The incident must be recorded on CPOMS
- Parents/carers must be informed promptly

## **Physical Contact with Pupils**

Magdalen Gates does not operate a "no contact" policy, as appropriate physical contact is sometimes necessary to keep children safe, regulated and included. Any contact must be **necessary, proportionate, respectful, and explainable**, and always in the child's best interests.

Staff must be able to explain:

- why the contact was needed
- where the child was touched
- how it supported safety, regulation, or care

## **Appropriate Physical Contact**

Physical contact may be used to:

- Keep a child safe (e.g. preventing harm or unsafe movement)
- Support emotional regulation (e.g. guiding a distressed child to a safe space)
- Support learning (e.g. hand-over-hand modelling)
- Meet personal care or medical needs
- Prompt safe movement when part of an agreed plan
- Provide comfort or reassurance when developmentally appropriate

Any planned, repeated, or significant physical contact, beyond everyday classroom practice, will be recorded and reviewed regularly by the SENDCo and DSL to ensure appropriateness and consistency.

## **Physical Contact That Must Be Avoided**

Staff must avoid contact that is:

- unnecessary or unexpected
- for staff convenience
- forceful or restrictive (unless using Norfolk Steps positive handling)

Examples include:

- tapping a pupil to gain attention
- turning pupils by the shoulders
- physically steering pupils during transitions when verbal prompts are sufficient

## **Pupils with Complex SEND or Medical Needs**

Some pupils require planned physical support. Where this is the case, it must be:

- written into an agreed plan (SEND Support Plan, Behaviour Plan, Intimate Care Plan or EHCP)
- agreed with parents/carers
- reviewed regularly
- carried out by trained staff
- consistent across all adults involved

## **Supporting Behaviour – Pupils with SEND**

### **Developmental Behaviour**

The school recognises the difference between developmental behaviour and persistent unacceptable behaviour. Staff consider the pupil's developmental stage, underlying needs and context when deciding the most appropriate response.

The school meets its Equality Act 2010 duties to ensure pupils with SEND are not disadvantaged.

The SENDCo will assess whether challenging behaviour reflects unmet needs and will:

- review provision
- adjust support
- consult parents/carers
- involve external professionals where needed

When persistent or high-risk behaviours present, a Positive Behaviour Support Plan will be created and reviewed regularly.

### **Screening and Searching**

The Headteacher and authorised staff may search a pupil or their possessions where there are **reasonable grounds** to suspect prohibited or banned items.

The school will never require a pupil to remove any clothing other than outer clothing such as coats, hats, gloves, scarves, or shoes.

### **Prohibited Items (DfE)**

- knives, weapons
- alcohol
- illegal drugs
- stolen items
- items suspected to be used to commit an offence or cause injury/damage
- tobacco/cigarette papers
- fireworks
- pornographic images

The school may also search for items banned under school rules.

### **Searching with Consent**

A pupil may be searched with their informed consent. Staff must explain:

- what is being searched for
- why the search is needed
- how it will be carried out

### **Searching Without Consent**

A pupil may be searched without consent **only for prohibited items**. Reasonable force may be used when proportionate.

### **Search Procedure**

- Carried out away from other pupils
- A second adult is present

**Exception:** If there is a risk of serious harm and waiting for a witness is not possible, the search may proceed. The reasons must be recorded immediately on CPOMS.

### **After the Search**

The school considers whether:

- the child is at risk of harm
- pastoral or safeguarding support is required
- a referral to CADS is appropriate

All searches are recorded on CPOMS. Parents are informed as soon as practicable.

### **Confiscated Items**

Staff may confiscate items that:

- pose risk
- are prohibited
- provide evidence of an offence
- breach school rules

Staff are legally protected from liability for loss or damage when acting lawfully.

Strip searches (as defined in DfE guidance) are not carried out by school staff under any circumstances. If, in exceptional circumstances, the police decide to conduct a strip search of a pupil on school premises, the school will follow statutory guidance to safeguard the pupil, including appropriate supervision, record-keeping and informing parents or carers, unless there is a clear safeguarding reason not to do so.

## **Appendix A – Putting behaviour in context**

At all levels, staff will consider whether the behaviour raises any safeguarding concerns and will follow the school's Safeguarding Policy and DSL procedures where needed.

Behaviours may escalate directly to a higher level if they present a risk to safety, wellbeing, or the orderly running of the school.

	<b>What might this behaviour look like?</b>	<b>How might we deal with this behaviour?</b>
<b>Low level unacceptable behaviour</b>	<ul style="list-style-type: none"> <li>Failure to follow instructions</li> <li>Talking at inappropriate times</li> <li>Limited attention or focus</li> <li>Inappropriate dialogue with children or adults</li> </ul>	<ul style="list-style-type: none"> <li>Adapt teaching and learning to re-engage or challenge</li> <li>Adjust seating or learning arrangements</li> <li>Provide short reset time in another class</li> <li>Follow the stepped procedure</li> <li>Use an individual behaviour chart</li> <li>Parent contact where needed</li> <li>Brief restorative conversation</li> </ul>
<b>Serious unacceptable behaviour (1)</b>	<ul style="list-style-type: none"> <li>Persistent minimal effort</li> <li>Persistent talking or shouting at inappropriate times</li> <li>Swearing or verbally inappropriate language</li> <li>Causing or attempting to cause physical or emotional harm to others</li> <li>Disrupting the teaching and learning of others</li> <li>Persistent lateness</li> <li>Leaving the classroom without permission</li> <li>Persistent, repeated or continuous, loud vocalisation (including screaming) that disrupts teaching, learning or the calm environment of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Withdrawal to another class for a longer reset</li> <li>Working in a calm, supervised space (e.g. SLT office)</li> <li>Lunch Club as a preventative measure</li> <li>Meeting with Headteacher or a member of SLT</li> <li>Phone call home and parent meeting with class teacher</li> <li>Restorative meeting</li> <li>Use of a behaviour chart</li> <li>Behaviour logged on CPOMS</li> </ul>

<p><b>Serious unacceptable behaviour (2)</b></p>	<p>Persistent or severe disruption to teaching and learning despite Level 1 intervention  Physical aggression towards a child or adult  Aggressive or hurtful verbal behaviour towards a child or adult  Damage to property  Racist language or discriminatory comments  Attempting to leave, or leaving, the school site without permission</p>	<p>Internal suspension  Withdrawal from the playground for safety  Supervised calm space with SLT  Phone call home and parent meeting with class teacher and Headteacher/SLT  Use of RPI where necessary  Possible fixed-term suspension  Possible permanent exclusion  Creation of a pupil support plan  Creation of a risk assessment  Involvement of the Pastoral and Wellbeing Team  Involvement of external agencies  Possible application to an SRB</p>
<p><b>Serious unacceptable behaviour (3)</b></p>	<p>Behaviour that persistently or significantly compromises safety, wellbeing or the good order of the school  Persistent and serious behaviours despite intervention  Persistent use of inappropriate or abusive language  Physical aggression causing injury  Committing any offence  Causing significant injury or property damage  Behaviours that seriously prejudice the good order, safety, or discipline of the school</p>	<p>All Level 2 responses  Regular, timetabled meetings with parents, teacher and Headteacher/SLT  Review of all support plans and possible multi-agency involvement</p>