



Behaviour Policy and Statement of Behaviour Principles



2025 - 2026



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1. Aims

At Park Road Academy, we are committed to fostering a positive and respectful learning environment where every child has the opportunity to thrive academically, socially, and emotionally. Our Behaviour policy and Statement of behaviour principles is designed to create a culture that promotes and rewards positive behaviours, encourages personal growth, and reinforces our core values.

Our aims for the children are that they are able to develop self-control, self-regulate and self-discipline. Be accountable for their own behaviour. Reflect on the impact of their own actions and behaviour. Have respect for others rights, including the adults in school. Expect fair and honest treatment. Encourage a co-operative atmosphere at all times and throughout the school.

Our team is proactive in promoting a positive and nurturing environment, in which children can learn safely and fulfil their potential. We understand that the best way to deal with misbehaviour is to establish a positive ethos where children are valued for behaving well. As a team: we ensure we develop positive relationships, where we know and understand our pupils and their influences; through our we teach learning behaviours alongside managing misbehaviour and being role-models; there is a consistent approach to classroom management to support good classroom behaviour and we use simple approaches as part of your regular routine.

All staff are provided with training linked to the EMR Model (Establish, Maintain, and Restore Model). The first stage, Establish, focuses on the things we can intentionally do to build trust and connection with each child. Examples might include finding out about a pupil's interests or positive communication such as validation and affirmations. If we identify a child as being at this stage then we have not yet formed a solid relationship with them. The second stage, Maintain, the focus is to keep having positive interactions to try and stop the quality of the relationships diminishing over time. Practical examples might include check-ins and positive notes or calls home. The third stage, Restore, is about being aware of relationships where there has been a negative interaction and repair to that relationship is needed. Ways to help restore a rupture in a staff-pupil relationship could include communicating empathy, letting go and starting each day afresh or engaging in problem solving together.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Our Values

Our school is guided by the following core values:

Pride - taking pride in ourselves, our work, and our school community.

Resilience - demonstrating determination and perseverance in the face of challenges.

Ambition -think beyond their immediate goals and consider their broader potential.

Perform - Striving to do our best and actively participating in all aspects of school life.

Succeed - Celebrating achievements, both big and small, and setting goals for continuous growth.



2. Legislation, statutory requirements and statutory guidance

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

- **Behaviour in schools: advice for headteachers and school staff (DfE, February 2024).** The policy “has regard to” this guidance.
- **Mobile phones in schools (DfE, February 2024).** Cross-referenced in section 6.1.
- **Searching, screening and confiscation (DfE, last updated July 2023).**
- **Keeping children safe in education (KCSIE) (DfE, in force from 1 September 2025).**
- **Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (DfE, August 2024).**
- **Use of reasonable force and other restrictive interventions in schools: revised guidance (DfE consultation concluded; new statutory duties commence 2025/26—see section 7.5).**
- **The Equality Act 2010**
- **Supporting pupils with medical conditions at school**
- **Special Educational Needs and Disability (SEND) Code of Practice**
- **Education Act 2002 (s175); Education and Inspections Act 2006 (ss88–94)**
- **Independent School Standards Regulations 2014 (Schedule 1, paras 7, 9, 10)**
- DfE expectation that maintained schools **publish** their behaviour policy online. [GOV.UK](https://www.gov.uk)

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

3. Definitions

The hierarchy of misbehaviours below is not a rigid set of rules but rather a guideline, as are the examples listed.

Minor Misbehaviour is defined as:

- › Talking out of turn
- › Not following instructions
- › Being unprepared for learning

Repeated Minor Misbehaviour is defined as:

- › When minor misbehaviours persist/occur frequently

Disruptive Behaviour is defined as:

- › Continued non-compliance
- › Persistent talking



- › Engaging in distracting activities
- Any form of bullying

Serious Behaviour is defined as:

- › Significantly disrupt the learning process
- › Threaten the safety and well-being of others
- › Any form of bullying

Dangerous Behaviour is defined as:

- › Pose a threat to safety of oneself or others
- › 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 such as 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
 - E-cigarettes or vapes
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)



4. Bullying and child-on-child abuse

Bullying and child on child abuse 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, it is frequent and on purpose.

Bullying and child on child abuse is, therefore:

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

Bullying and child on child abuse can include:

TYPE OF BULLYING/ABUSE	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">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI).



Prevention Strategies

Children are involved in prevention of bullying/abuse as and when appropriate, these may include:

- Writing a set of school or class rules/class charter
- Writing stories and poems or drawing pictures about bullying
- Reading stories about bullying
- Participating in events during 'Anti-Bullying Week'

Preventing and raising awareness of bullying/abuse is essential in keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons (Jigsaw), children are given regular opportunities to discuss what bullying/abuse is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one off argument. Children are taught to tell an adult in school if they are concerned that someone is being bullied/abused.

We encourage a 'telling' approach. This means that even if the bullying/abused target is too afraid to tell a teacher, all the bystanders know that it's their duty to do so and that they won't be accused of telling tales. It's a deterrent because the bully/abuser knows that he or she won't get away with it. We believe that bystanders are often a key to resolving bullying/abuse.

During the autumn each class studies the Jigsaw unit 'Celebrating Difference – Anti-Bullying'.

During Anti-Bullying Week in November, the whole school spends time considering the current theme.

This is delivered through assemblies, displays and classroom-based activities using age-appropriate activities.

The children's class rules and whole school Anti-Bullying Charter are displayed in each classroom and around the school. All children are aware of what is deemed acceptable and unacceptable behaviour.

During the summer term each class studies the Jigsaw unit 'Changing Me' which includes our relationship and sex education, which must be provided to all pupils as per section 34 of the Children and Social Work act 2017.

All years have an elected School Council member who can convey children's ideas and suggestions for creating a caring and stimulating learning environment. The School Council meet weekly with a lead member of staff.

We have a concealed box (chatterbox) around school so that children who are upset and do not want to approach a member of staff directly, can still reach out by sending a note. We also have a wellbeing team, Wellbeing Warriors, who work with members of staff to promote wellbeing and anti-bullying.

Children are invited to wellbeing sessions; where a supportive, calm and nurturing environment is created, where children may feel at ease to talk about friendships and are provided with strategies to help them build their self-esteem and build relationships with others.

Our E-Safety policy outlines how we work towards preventing cyber-bullying in school and offers support for parents/carers at home. We host an annual E-Safety workshop for Parents/Carers and for children in Years 5 and 6.

The ethos and working philosophy of Park Road Academy Primary school means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.



Reporting Incidents of Bullying/Child on Child Abuse: Advice for Parents/Carers.

There are several methods for reporting suspected or alleged bullying/abuse incidents:

- Make a report in person
- Contact the school by phone and ask to speak to your child's teacher, an anti-bullying ambassador or SLT member.
- E-mail the school – admin@parkroadacadmey.co.uk
- Write a letter

Responding to Bullying/Abuse

We aim to investigate the allegation within 2 school days.

In any case of alleged bullying, either the Class teacher or SLT member will first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and child witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the SLT member will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents are recorded in writing and recorded on CPOMS.

The SLT member may decide that the children involved are encouraged to talk issues over with the aid of a mediator and find a way forward to end the cycle of bullying and complaints. We may take this approach when we know the children are or have been friends.

We are conscious that the victims of bullying may be making themselves vulnerable when discussing their feelings. We approach this very sensitively and consider seriously the skills of the mediator and the capacity of the staff member who carries this out and we ensure that there is follow-up work and that positive behaviour continues after the sessions end.

If the situation does not improve, the SLT member will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the children involved. Any further incidents will lead to further monitoring, support, intervention (e.g. through outside agencies), and punitive consequences as deemed necessary. Any necessary action will be taken until the bullying has stopped and if necessary, the headteacher may need to be involved.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

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



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

5.2 The headteacher

The headteacher is responsible for:

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

5.3 Teachers and staff

Staff are responsible for:

- › Creating a calm and safe environment for pupils
- › Establishing and maintaining clear boundaries of acceptable pupil behaviour
- › Implementing the behaviour policy consistently
- › Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- › Modelling expected behaviour and positive relationships
- › Providing a personalised approach to the specific behavioural needs of particular pupils
- › Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- › Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- › Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers, where possible, should:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate



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

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

5.5 Pupils

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

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

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

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

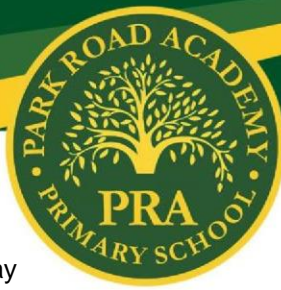
Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

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

6. School behaviour curriculum

Pupils are expected to:

- Demonstrate the PRAPS values
 - Be RRS - Our 'Ready, Respectful, Safe' Behaviour for Learning Code principle guides our approach to creating boundaries, making our expectations clear. READY encompasses all aspects relating to promoting behaviour for learning in order to maximise learning time and ensure that ALL children are engaged and proactive learners. RESPECTFUL relates to how our community interacts and how we behave in order to allow every member of our school family to flourish. SAFE focuses on behaviours that enable us to fulfil our primary aim of keep)
 - Show respect to members of staff and each other.



- Behave in an orderly and self-controlled way
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept consequences when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones and smart devices

- Park Road Academy prohibits the use of mobile phones and similar smart devices anywhere on site and for the full duration of the school day (arrival, lessons, transitions, breaks, lunch, after-school clubs).
- Pupils who walk unaccompanied may bring a phone for safety but must hand it in to their class teacher/ adult in charge on arrival and collect at home time. Devices must remain off and out of sight until collected.
- Unauthorized possession/use results in confiscation in line with our Searching, Screening and Confiscation procedures (section 7.6). Parents/carers may be asked to collect the device.
- The school explains the rationale for these rules to pupils and parents and applies proportionate consequences where needed.

(This implements DfE Mobile phones in schools guidance and is consistent with Behaviour in schools advice.)

7. Responding to behaviour

7.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - highlighting and promoting good behaviour



- Concluding the day positively and starting the next day afresh
- Having a plan for dealing with low-level disruption o Using positive reinforcement

7.2 Safeguarding

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

We will consider whether a pupil's 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 child protection and safeguarding policy for more information.

7.3 Promoting Positive Behaviours

At Park Road we praise children for good learning and good behaviour at every opportunity. We want children to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them has long term effects that in turn affect the way that they relate to others.

Rewards used are:

- Stickers/Verbal Praise/Positive Body Language
- Class Dojo - All children start each half-term with 5 Dojo Points, (this is to promote positivity and show children we know that they can demonstrate all our school values). Dojos are rewarded for demonstrating the school values, this could include: helping a learning partner, completing learning, holding a door open. Accumulated points contribute to recognition through a certificate which is presented in class and shared on Friday's Tapestry post.
- 50 dojo points – Bronze
100 dojo points – Silver
200 dojo points – Gold
500 dojo points – Platinum
- Star of the Week- celebrated in assembly and on Tapestry
- Value Star of the Half-Term – At the beginning of each half-term, we share the value star of the half-term in assembly and on Tapestry, at the end of the half term we recognise a pupil from each class who embodies the core value of the term. "Value Star of the Half Term" is celebrated in assembly and on Tapestry.
- House Points – Each child belongs to one of the school houses, Tatton, Lyme, Dunham and Heaton. House Points are earned as a team, these could be awarded in sport events (including PE lessons), team presentations, TT Rockstar house battle, etc. At the end of each term the house with the most points is awarded the House Cup. This is shared in assembly and on Tapestry.



- Surprise Student - In Reception and Key Stage 1. A Surprise Student Sticker and two dojos are awarded at the end of the school day to successful Surprise Students.
- Headteacher/Teacher Visit – For examples of exceptional positive behaviour or learning, children may visit the Headteacher or the Subject Lead linked to the area of the curriculum, to allow them to celebrate with the child.

7.4 Behaviour Management Steps and Consequences

To support staff to set the appropriate expectations and ensure consistency across the school, the following steps are taken to address any negative behaviour, please note the hierarchy of misbehaviours below is not a rigid set of rules but rather a guideline, as are the examples listed. The primary goal is to emphasise positive reinforcement while addressing and correcting misbehaviour appropriately. Behaviour incidents to be logged on CPOMS and level of behaviour clearly indicated.

- Minor Misbehaviours - talking out of turn, not following instructions, or being unprepared for learning.

ACTION: Minimal low-key response managed by the Class Teacher: praise of other children, eye contact, assertive body language, name/pause technique, being close and whispering a firm reminder, reminder of Class/School Rules, direct to seat, lose a dojo – can be earned back. Does not need to be logged on CPOMS.

- Repeated Minor misbehaviours - When minor misbehaviours persist/occur frequently.

ACTION: continual minimal low-key response managed by the Class/Partner Teacher: Seat somewhere separate from the group, set a time limit for improved behaviour, Reminder of expected behaviour, Child to apologise if appropriate. Reflection sheet, Playtime missed – snack, drink and toilet break included. Does not need to be logged on CPOMS.

- Disruptive Behaviour - continued non-compliance, persistent talking, or engaging in distracting activities.

ACTION: Response by Senior Leaders before the Headteacher: Contact parents or carers - phone call home or via Tapestry, possible internal exclusion (Break Away) (to be decided by a Headteacher/Deputy Headteacher), possible playtime/lunchtime exclusion, possible SENDCO involvement, restorative approach, referred to Well-Being team.

- Serious Misconduct: significantly disrupt the learning process or threaten the safety and wellbeing of others. Examples may include bullying, physical aggression, or deliberate defiance of authority.

ACTION: Response by Senior Leaders before the Headteacher:

Contact parents or carers - phone call home, possible internal exclusion (Break Away) (to be decided by a Headteacher/Deputy), possible playtime/lunchtime exclusion, possible SENDCO involvement, restorative approach, referred to Well-Being team.

- Dangerous or Harmful Behaviour: extremely dangerous or harmful actions that pose a threat to the safety of oneself or others. This could include violence, use of weapons, or engaging in illegal activities.



Action by the Headteacher or Deputy Head:

Meeting with parents/carers (class teacher may be invited too), Internal exclusion (Break Away), lunchtime/ playtime exclusion, fixed term exclusion, Possible permanent exclusion (to be decided by the headteacher)

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

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Contacting Parents/Carers about Behaviour Incidents

Contact home will be at the staff member's discretion; however, serious incidents will always be communicated to parents/carers.

7.5 Reasonable force

7.5 Reasonable force and other restrictive interventions

Staff may use reasonable force to prevent a pupil from:

- causing disorder;
- hurting themselves or others;
- damaging property; or
- committing an offence.

When considering reasonable force, staff will weigh risks and recognise vulnerabilities (e.g., SEND, medical or mental-health needs). Any use of force must:

- be a last resort after de-escalation wherever practicable;
- use the minimum force for the shortest time;
- maintain safety and dignity;
- never be a punishment.

Recording and reporting (from September 2025): In line with revised DfE guidance taking effect in 2025/26, the school will record and report all significant uses of force:

- Record the incident on the school's secure system as soon as practicable, with a manager review.
- Inform parents/carers of significant incidents as soon as practicable and note contact attempts.
- Monitor patterns and reduce the need for force through prevention, training and adjustments; report termly summaries to governors.

The school's Physical Restraint / Positive Handling procedures provide practical steps, staff training expectations and templates; this behaviour policy signposts those procedures.

(DfE revised guidance timeline and expectations; KCSIE 2025 cross-link.)

7.6 Confiscation, screening and searching

Searching, screening and confiscation is conducted in line with DfE guidance (last updated July 2023) and KCSIE 2025 safeguarding duties.



Confiscation

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

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

Searching a pupil

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

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is 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 consequence.



If they still refuse to co-operate, the member of staff will contact the head teacher or/and designated safeguarding lead, 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) 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 consequences that have been applied to their child

Support after a search

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

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider 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 if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents/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 at a police strip search?

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 if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

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

7.7 Off-site misbehaviour

Consequences 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

Consequences 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

Consequences 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).



7.8 Online misbehaviour

The school can issue behaviour consequences 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

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

7.9 Suspected criminal behaviour

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

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

If a decision is made to report the matter to the police, the head teacher or/and designated safeguarding lead make the report.

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

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

7.10 Zero-tolerance approach to sexual harassment and sexual violence

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

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

The school's response will be:

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

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

- Responding to a report
 - 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 child protection and safeguarding policy for more information.

7.11 Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious consequences

8.1 Removal from classrooms

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

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

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

Removal can be used to:

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

Pupils who have been removed from the classroom are supervised by a member of SLT and will be removed for a time period deemed acceptable by SLT.

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



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

Parents/carers will be informed on the same day that their child is removed from the classroom. The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Multi-agency assessment

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

8.3 Suspension and permanent exclusion

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

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

Please refer to our exclusions policy for more information.

Decisions on suspension or permanent exclusion are made with regard to **DfE statutory guidance (August 2024)**, including requirements on **timely parent notification**, **remote access options** for governing board meetings where appropriate, and the prohibition on **converting** a suspension to a permanent exclusion. (*See the separate Suspension & Exclusion policy.*)

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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

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

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

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



As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

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

The following examples are not an exhaustive list, but they serve as illustrative approaches to address adaptations made to support SEND behaviour:

- Individualised Accommodations: For instance, for a pupil with attention difficulties (e.g., ADHD), consider short, planned movement breaks to help them refocus.
- Flexible Seating Arrangements: For instance, a pupil with a visual or hearing impairment may benefit from sitting in a location that provides a clear view of the teacher.
- Adaptable Uniform Requirements: Allow for flexibility in uniform policies and provide alternatives, such as soft fabrics or adaptive clothing options.
- Training for Staff: All staff members receive training on various conditions and special educational needs. Staff are knowledgeable about conditions such as autism, ADHD, sensory processing disorders, and how to best support pupils with these needs.
- Dedicated Sensory Spaces
- Positive Behaviour Support Plans (PBSP): Individualised Positive Behaviour Support Plans for pupils who require more structured assistance. These plans include strategies for identifying triggers and implementing proactive measures to prevent misbehaviour.

9.2 Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will take into account:

- › Was the pupil unable to understand the rule or instruction?
- › Was the pupil unable to act differently at the time as a result of their SEND?
- › Is the pupil likely to behave aggressively due to their particular SEND?

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

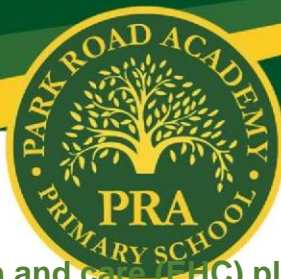
The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

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

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

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

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



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

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

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

South EHC Coordinator - 0161 912 5157

10. Supporting pupils following a consequence

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

This could include measures

like: > Positive

Reinforcement

- Report card with personalised positive behaviour outcomes.
- Mentoring
- Counselling and Support
- Social and Emotional Learning (SEL)
- Restorative Practices (EMR Model)

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

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

- > The proper use of restraint
- > The needs of the pupils at the school



- › How SEND and mental health needs can impact behaviour

Staff training is recorded on CPD Tracker.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Recorded uses of reasonable force (significant incidents, from Sept 2025)
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Mobile-phone confiscations (for trend-spotting and early interventions)
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)
- › Parent Workshops (Your Voice)

The data will be analysed every term by a member of SLT or a member of staff appointed by the headteacher.

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

- › At school level
- › By age group
- › By time of day/week/term
- › By protected characteristic

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by a member of SLT or an appointed member of staff at least every two years, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher and governing body.

14. Links with other policies

This behaviour policy is linked to the following policies:

- › Suspension and Exclusion Policy (aligned to DfE, Aug 2024)
- › Child protection and Safeguarding Policy (KCSIE 2025)
- › Physical Restraint Policy
- › Mobile Phone Policy
- › Complaints Procedures Policy



- E-Safety including Social Media Policy
- Whistleblowing Policy
 - Social, Emotional and Mental Health (SEMH) Policy

Reviewed September 2025 by L Harrison

Ratified : October 2025

Review date: September 2026