



Behaviour policy and statement of behaviour principles

June 2026

School Vision:

At Chawson 1st School we all share a united vision, that all of our children will develop into **independent, articulate and aspirational** citizens.

Aims

This policy aims to:

- Provide a consistent approach to behaviour management across the school
- Promote positive behaviour for all pupils
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how children are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- We, as a school, always look for the positive using positive reinforcement where possible, however, there are occasions where we have to employ strategies to promote and model good behaviour to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and Key Stage.

Legislation and statutory requirements

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

[Behaviour in schools: advice for headteachers and school staff](#)

[Searching, screening and confiscation: advice for schools](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

[Restrictive interventions, including the use of reasonable force, in schools](#)

[Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

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

Definitions

Misbehaviour is defined as:

- Not upholding the School Rules.

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
- Items not permitted in school-
 - Mobile phones
- Possession of any illegal or dangerous 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

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

Bullying is, therefore:

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

Bullying can include:

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

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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

The governing board

The Quality of Education committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Quality of Education Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- Reviewing this behaviour policy in conjunction with the Quality of Education Committee, 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 parents have access to this policy and where needed, behaviour management strategies are communicated with all parents at the start of each academic year.
- 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 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)

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

- Adults are expected to model the behaviours they wish to see in children through respectful communication, calm responses and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- When individual support strategies are used, staff will explain that these are not rewards but tools to help pupils regulate emotions and access learning. Staff may say: 'Different children need different things to help them learn and feel calm. This support is helping X to be ready to learn.'
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly either on green behaviour log or CPOMs (see appendix 2 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.

Parents/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, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

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

Behaviour management

At Chawson First School we recognise that behaviour is a form of communication. We seek to understand the reasons behind behaviour, teach children how to regulate their emotions and make positive choices, and support them to develop the skills needed for lifelong success.

All teaching and non-teaching staff teach, promote and model the skills of self-discipline, co-operation, respect and tolerance to all children. Achievements of every kind are valued, both academic and non-academic and all children have equal opportunities to achieve their potential. Children are expected to work hard and give of their best. Staff have high expectations of the children.

Each child's class teacher is particularly responsible for dealing with any day-to-day issues which might affect a child. They are there to confide in, share hopes and fears with, liaise with parents if a child is unwell and to offer comfort should some problem at home or at school be upsetting one of their children. All staff, both teaching and non-teaching, share in the pastoral care of the children. We are all there to help in whatever way is most appropriate.

The underlying principle is that all children are individuals who have rights but also responsibilities. Each needs to appreciate that their behaviour has consequences for themselves and also for others.

Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages children to be engaged

- Display the school rules
- Develop a positive relationship with children, which may include:
 - Greeting children 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
 - Use positive reinforcement
 - Low level interventions

Low Level interventions could include-

- Non-verbal reminders (eye contact, gestures, facial expressions).
- Use of the child's name to redirect attention.
- Proximity and active supervision by staff.
- Verbal reminder of classroom expectations.
- Repetition or clarification of instructions.
- Redirection to learning activities.
- Visual prompts and reminders.
- Positive reinforcement and praise.
- Reward systems (stickers, points, certificates).
- Offering limited choices to support engagement.
- Strategic seating changes.
- Separation from distractions.
- Removal of distracting items.
- Brief restorative discussion with the child.
- Independent completion of work where appropriate.

School rules

The children and Learning Ministers lead staff member review the school rules annually. The School Council, comprising of children from all Year 1 to Year 4 classes, they collect thoughts from their classes based on the pupil code of conduct principles and create the school rules. The school rules are displayed around the school and set the framework of expected behaviour.

The school rules are:

1. Be kind, caring and helpful to everyone and everything.
2. Respect everyone by listening, looking and thinking carefully.
3. Try the best you can.
4. Only talk to trusted people.
5. Tell the truth at all times.
6. Be sensible on the playground, play nicely and have fun!
7. Look after school equipment, especially outside toys.
8. Be Independent, Articulate and Aspirational with your goals.

Other expectations include:

- Move around the school quietly.
- Be polite and have respect for other people and their surroundings.
- In class, make it possible for all children to learn
- Walk in school - Walking is required at all times inside the school corridors and classrooms.
- Enter and leave the hall quietly and respectfully at assembly times
- Have good manners at all times. Those children who set a good example will be praised
- Treat the school buildings and school property with respect
- Wear the correct uniform

- Be:
 - Tidy
 - Industrious
 - Respectful
 - Attentive
 - Co-operative
 - Courteous
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

Rewards and sanctions

Rewards

- Reward charts – collection of stickers leading to a certificate being awarded in an assembly.
- **Stickers** – Stickers will be used by staff as a positive reward to recognise good behaviour, effort, and achievements, as well as actions that demonstrate the school rules. Following the creation of the school rules by the Learning Ministers in Autumn 1, the Learning Ministers will develop clear criteria outlining how stickers can be awarded in relation to each rule. This information will be shared with all pupils and displayed alongside the school rules in every classroom. When awarding a sticker, staff will clearly explain the reason for the award, helping pupils understand and celebrate their success and enabling them to share this achievement with their families at home.
- Staff send children to the Headteacher (or members of the SLT) to show exceptionally good work prior to the weekly celebration assembly where they are given praise and recognition for excellent effort. This can be identified in pupils books with a gold Star stamp.
- Children's work is also celebrated through displays.
- Weekly certificates are awarded in assemblies for a range of aspects of children success such as;
 - Demonstrating school values: Articulate, Aspirational and Independent
 - Reading
 - Outstanding writing
 - Artwork
 - Sticker chart certificates
 - Attendance
- Personalised certificates are also designed specifically for children's efforts or attainment as appropriate.
- Children are encouraged to share certificates and rewards received out of school life with us in school.
- Class teachers design other reward methods to suit the needs of their classes as and when appropriate.

Always child- An 'Always Child' is a pupil who consistently demonstrates positive behaviour, effort and commitment to the school rules. A child is chosen from each class, each month, to attend a 'party'. The children are given an invitation and the party is always hosted by the Headteacher.

Behaviour Boards-

- Yrs 1-4 use a behaviour board each day. Children's names begin on green zone. As children are praised for efforts and achievement, they are moved up the behaviour board and can move up 3 zones- silver/gold/top step. Behaviour boards can have personalised themes in individual classrooms so the 'top step' can be based around this theme. Eg- hive/rainbow.
- Moving up zones results in rewards-
 - Silver- 1 silver staff sticker
 - Gold- 1 gold star sticker
 - Top Step- Reward prize (yr 1 treasure)

Year 1 additional motivation- Year 1 will have an additional element of reward as an extra incentive. When they reach the top of their zone board, they will get a piece of treasure (glass bead). When they have reach the top of the zone board 10 times, they will get a prize.

Year 4 will personalise their Top Step to develop more independence and responsibility for their children in preparation for transition. If a child gets onto Top Step, they save a coupon for the opportunity to bid on a larger prize at the end of the year if they have saved their tickets.

Staff will celebrate those children who have remained on green for the day as this is still a 'good day'. They will communicate clearly with the children why they have been moved up the behaviour board with the aim to allow children to share this information at the end of the day.

Consequences

Behaviour and learning expectations will have been made clear to the child. Children will be encouraged to make the right behaviour choice. When a child does not act accordingly there is a clear whole school structure to consequences but there are a range of consequences that can be used. These will vary according to the nature of the misbehaviour. Consequences will be selected by staff members to meet the needs of the individual and the situation. Restorative practice will be used where appropriate, children will be supported to repair relationships and reflect on the impact of their behaviour.

Staff will not give consequences for things that are out of the child's control. For example- not doing home learning or reading at home

Whole school structure- a clearly stepped system will be used to ensure consistency across the school.

Remind/ Warning/ Consequence.

- Reminder- Verbal reminder given to the children to positively correct their behaviour
- Warning- Each class will have a warning book where the child's name will be written in.
- Consequence- This will be selected dependent on the behaviour (see list below). For Key Stage 2 children- staff have the opportunity to use a formal reflection time.

Links will be made to lunch time staff via a post-it shared with the class teacher if any children have been given a reminder and warning during lunch time.

Possible consequences but not limited to-

- Reflection time within the classroom.
- Completion of a reflection activity with adult support.
- Time away from peers within the classroom to refocus.
- Temporary move to another classroom for a short period.
- Loss of a classroom privilege (e.g. choosing an activity, special responsibility).
- Missed minutes of a preferred activity to complete learning or reflect on behaviour.
- Restorative conversation with the class teacher.
- Restorative meeting involving another member of staff.
- Internal exclusion, where children work and play away from other children for set periods of time.

Key Stage 2 Formal Reflection time- Children will receive a written slip to document their reason for reflection and at afternoon play, visit the SLT office. Their name will be recorded by a member of SLT and if they are in reflections twice in a week, parents will be called. Reflection time provides an opportunity for pupils to consider the impact of their actions, discuss alternative choices and plan how to repair relationships where appropriate

Record keeping

A record of behaviour will be made if judged appropriate by staff. This may be in the form of an ABC chart, behaviour log (appendix 2) or CPOMs log.

Any misbehaviours identified as serious, must be formally logged and a member of SLT informed.

Logs must be completed for-

- Bullying
- Racist incidents
- Child-on-child abuse
- Sexual harassment
- Physical aggression
- Damage to property
- Internal exclusion
- Use of restrictive intervention

Further support with behaviours-

- Parents may be contacted to inform them of behaviours and provide supportive conversations at home.
- Support services, such as a school drop-in Early Family Support session, the Early Intervention Family Support Service, Mental Health Practitioner, suggested to parents and the school to make relevant referrals with parent's involvement.
- An Individual Support Plan, which may include a risk assessment, created alongside teacher and parents with the support of a member of the Senior Leadership Team.
- Additional year group specific support plans may be created if a behaviour Pattern is identified by staff and requires additional input from the Senior Leadership Team. This may also involve parental input.
- Where a child's behaviour is causing concern and usual sanctions have been applied without success the SEN Co is informed and other agencies may be contacted, e.g. Behaviour Support Team or PPI Team.
- Where children are in danger of being excluded a Pastoral Support Plan (PSP) would be created. A PSP requires parent's consent and to be involved in fortnightly meetings to set targets and review progress.

Suspension and permanent exclusion

- The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.
- The decision to suspend or exclude will be made by the headteacher and only as a last resort.
- Please refer to our exclusions policy for more information.

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 Child Protection policy for more information.

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 misbehaviour

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

- It is in breach of the acceptable use agreement
- 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.

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 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 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, 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 Safeguarding Child Protection policy for more information on responding to allegations of abuse against staff or other pupils.

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, a member of the Senior Leadership Team 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.

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 Safeguarding Child Protection 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 Child Protection policy for more information.

Restrictive interventions, including use of reasonable force

- Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).
- Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.
- Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.
- **Reasonable force**
 - Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.
 - All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:
 - Hurting themselves or others
 - Committing a criminal offence
 - Damaging property
 - Causing disorder among pupils, in or out of lessons
 - Reasonable force must:
 - Always be used as a last resort
 - Be used in a way that maintains the safety and dignity of all concerned
 - **Never** be used as a form of punishment
 - **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
 - **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible
 - 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.
- **Seclusion**
 - Seclusion is a **non-disciplinary intervention** that keeps a pupil confined to a place away from others and prevents them from leaving, for the safety of that pupil and/or others.
 - We only use seclusion as a safety measure when a pupil is experiencing high levels of emotional or behavioural dysregulation. Seclusion is **not** used as a threat or punishment and is **not** a disciplinary response to deliberate or wilful misbehaviour.
 - During seclusion:
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 - The pupil will be secluded in a safe place that does not feel threatening or intimidating to them.
 - The pupil will be supervised at all times, by at least 1 member of staff
 - As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.
- **Recording and reporting requirements**

- Staff have a legal duty to record and report all:
 - Significant incidents involving force
 - Seclusion incidents
 - Restraint incidents

Please refer to our Positive Physical Intervention (PPI) Policy March 2026

Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and 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, 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. A search may include pupil's outer clothing, pockets, possessions, desks or lockers.

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

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

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

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

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, Designated Safeguarding Lead (or 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 parents to try and determine why the pupil is refusing to comply.

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

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

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers/draws.

Outer clothing includes:

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

Searching pupils' possessions

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

- Draws
- Lockers
- Bags
- Coats

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

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

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

Informing the Designated Safeguarding Lead (DSL)

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

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

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

Informing parents

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

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any 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 Child Protection policy and speak to the Designated Safeguarding Lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Special Educational Needs Co-ordinator will 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, complex communication team member, the behaviour support team, 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 when necessary.

Responding to misbehaviour from pupils with SEND

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.

Adapting sanctions for pupils with SEND

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

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

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

The school will then assess if 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 and contact individual EHCP Co-ordinators.

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 related 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 training on managing behaviour, including training and access to this behaviour policy, focusing on:

- The safe and lawful use of reasonable force and/or other restrictive interventions
- The needs of the pupils at the school
- How SEND, mental health needs and personal circumstances can impact behaviour
- Trauma-informed practice and behaviour management
- Behaviour management will also form part of continuing professional development.

Selected staff are provided with refresher training on Positive Physical Intervention as part of the school's training programme.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents recorded- this may be through a behaviour log which will then be uploaded onto CPOMs or a direct record onto CPOMs- assigned to a member of SLT.
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation

The data will be analysed every term by a member of SLT.

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

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

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

Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Quality of Education Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1).

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Quality of Education Committee annually.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Anti-Bullying Policy
- Safeguarding Child Protection policy
- Child on Child Abuse policy
- SEN Policy
- Inclusion Policy
- PPI Policy
- Equal Opportunities Policy
- Online Safety Policy

Appendix 1: written statement of behaviour principles

- Every child understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All children, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by children and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Children are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and children's home life
- Personalised approaches and outside agencies may be used to support the behaviour of children with additional needs.

The Governing Body 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 Quality of Education Committee annually.



Chawson First School Behaviour log

Today's Date: Date of incident: Time of incident:

Member of staff making this log:

.....

Details of Child

Full Name:

Class/Yr group:

Incident Details:

Signed:

Action taken:

Signed:

SLT please tick box if the incident was related to:

Bullying

☐

Racism

☐

Child on Child

☐

Sexual Harassment

☐